

Air University



Continuum of Officer and Enlisted Professional Military Education Strategic Guidance

April 2009


FOREWORD

Our nation's defense can be only as strong as the minds of its leaders, and we have the opportunity to strengthen those minds through education. As the most technically sophisticated and powerful air, space and cyberspace force in the world, we cannot sustain the level of leadership or the degree of strategic vision necessary to effectively command such a force without appropriate professional education. Training will provide airmen with the expertise necessary to operate the advanced technologies we have and will continue to acquire in the 21st century. These technologies provide a vast array of capabilities that are available to air, space and cyberspace war fighters and leaders in support of national defense. How innovatively our war fighters use these capabilities, and how effectively our leaders can synthesize them in ways that produce effective operational and strategic outcomes are abilities that can only be acquired through deliberate, planned education. Generating and sustaining innovation and clear thinking about the synthesis of capabilities requires the kind of reflective, high-level thinking that lies at the heart of Air Force professional education. Its importance in the 21st century Air Force cannot possibly be overstated.

This document lays out the strategic architecture for the continuum of officer and enlisted professional military education. The continuum is defined as the set of knowledge, skills, attitudes, and abilities that all officer and enlisted airmen are expected to possess at various stages in their careers to enable them to accomplish the Air Force mission effectively. Additional education that is career or job-specific is equally important but not addressed in this document. This continuum of education will guide curriculum development in all of our professional military education schools, providing the educational experiences airmen need to develop the high-level thinking abilities required in the 21st century Air Force. As the Intellectual and Leadership Center for the Air Force, Air University constantly strives to inspire intellectual curiosity and a spirit of inquiry in students at all levels. Through the adherence to this continuum of education, our educational programs will succeed in producing graduates who are prepared to accomplish their Air Force missions and lead the Air Force through the 21st century.

//signed, 29 April 2009//
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Chapter 1

THE AIR FORCE CONTINUUM OF EDUCATION

To be prepared for war is one of the most effectual means of preserving peace.

George Washington

Introduction

Well-prepared people are the heart of the Air Force's military capability and will continue to be the most important element of the Air Force's success in capitalizing on changes we will face in the 21st century. Air Force doctrine stresses the importance of professional development of airmen and states that success in war depends at least as much on intellectual superiority as it does on numerical and technological superiority. To maintain this intellectual superiority professional development must be a career-long process that maintains a balance of training, education, experience, and personal effort. Air Force leadership included an end state in the Air Force long-range plan to address this issue and directed Air Education and Training Command (AETC) to "develop a broad continuing education plan ... to guide the growth of all Air Force people ... from accession through retirement." A major component of the continuing education plan is the professional military education (PME) conducted through Air University (AU). AU seeks to provide for the professional development of airmen by focusing their attention on thinking for America's tomorrow. Another component of professional development in the Air Force is professional continuing education (PCE), also conducted through Air University. PCE programs are functionally focused and are comprised of functionally-mandated curriculum, whereas PME is broadly aimed at the Total Force, without regard to functional specialization. For that reason, this Continuum of Education Strategic Guidance (CESG) document does not provide educational guidance to PCE programs because they are functionally focused and are comprised of functionally-mandated curriculum.

The task of providing for the professional development of airmen extends beyond AU and beyond PME. It takes the personal commitment of all airmen—a personal commitment to make professional development of subordinates a high-priority task and personal effort to learn as much as possible about the complexities of warfare. Mentoring and professional reading become essential components of this concept of professional development. The CSAF Professional Reading Program for Officers and Civilians is a key foundation. Mastery of the Promotion Fitness Exam (PFE) study reference and attendance at the appropriate level of Enlisted Professional Military Education (EPME) are essential components of the concept of professional development for enlisted personnel. AU schools have a responsibility to instill a degree of intellectual curiosity in airmen about their profession that will sustain itself throughout their careers.

The Air Force has instituted a Continuum of Learning (COL) that includes three independent, overlapping continua: Education, Training, and Experience. This document addresses the foundation, architecture, and strategic guidance necessary to implement the Continuum of Education (COE).

Outline of the Document

This document addresses both officer and enlisted professional military education, and displays alignment with the USAF Institutional Competency List (ICL). The ICL addresses eight major competencies and 24 sub competencies. Chapter 2 expands on Chapter 1 by describing the core curriculum areas of the continuum and displays interconnections with the ICL competencies and sub competencies. Core curriculum represents the curriculum that has been identified as of key importance across the continuum of an airman's career. Chapter 3 addresses various functions involved with enacting and administering the continuum and in particular types and sources of guidance for Air University PME.

Following Chapter 3 are two appendices that separately address the officer and enlisted continua. The information in these appendices is designed to assist curriculum developers, instructional planners, and educational decision-makers at Air University schools. These appendices provide descriptions of topical content for each of the core curriculum areas in the continuum and show linkages to the ICL, as well as the educational levels that should be attained in each topic at various career points throughout an Airman's career.

Appendix 1 describes core curriculum and educational levels for the officer PME continuum. Appendix 2 describes the core curriculum and educational levels for the enlisted PME continuum. The ICL has desired behaviors and proficiency levels associated with each of the competencies and sub competencies for each level of development. These behaviors and proficiency levels are addressed in AFDD 1-1. They are examples of behavior and level of proficiency designed to benefit curriculum developers and evaluators as they build and evaluate their curricula. The core area descriptions in Appendices 1 and 2 support the ICL behavior statements by providing more detail through the Core Area topical lists. Similarly, the ICL proficiency levels are very generally stated and are amplified and targeted to a greater extent in the Core Area topical lists in Appendices 1 and 2.

Changes from the Previous CESC

The most significant changes between this CESC revision and the previous 2003 version are:

- a. Incorporation (mapping) of the Air Force Institutional Competency List (ICL) into the CESC Core Areas.
- b. Redefinition of the five Core Curriculum Areas: Profession of Arms, Warfare Studies, Leadership Studies, International Security Studies, and Communication Studies. The Warfare Studies Core Area is comprised the "warfighting" topics listed in the Profession of Arms Core Area and the entire Military Studies core area of the 2003 CESC.
- c. Addition of continuous process improvement, cultural competence, intelligence focus, and doctrinal concepts to various Core Areas
- d. Removal of the Affective levels of learning from the CESC. The revision group and other reviewers from across AU argued that the Affective levels of learning are virtually

impossible to measure effectively, and their existence in the CESG present serious obstacles not only to measuring these levels, but also in attempting to prove to inspectors and others that they are actually being met.

Intended Audience

The CESG applies to Air University organizations responsible for implementing and/or supporting the Air Force Continuum of Professional Military Education. The guidance reflects principles contained in Air Force Doctrine Document (AFDD) 1, *Air Force Basic Doctrine*, and reinforces and builds on principles outlined in AFDD 1-1, *Leadership and Force Development*, and AFDD 2-8, *Education and Training*. AFDD 2-8 states that “All Air Force personnel must be fully integrated into a continuous education and training program with the goal of gaining and maintaining occupational skills, increasing professional qualifications and judgment, and preparing members for leadership and supervisory challenges.” The schools and courses currently affected by this guidance are:

Accessions (Holm Center)

- Reserve Officer Training Corps (ROTC)
- Officer Training School (OTS)

Officer PME (Spaatz Center)

- Squadron Officer College (SOC)
 - Air and Space Basic Course (ASBC)
 - Squadron Officer School (SOS)
- Air Command and Staff College (ACSC)
- Air War College (AWC)

Enlisted PME (Barnes Center)

- Airman Leadership School (ALS)
- NCO Academy (NCOA)
- Air Force Senior NCO Academy (AFSNCOA)
- Chief Leadership Course (CLC)

Chapter 2

CONTINUUM OF OFFICER AND ENLISTED PROFESSIONAL MILITARY EDUCATION

The Air Force desires that its future leaders share a full and common understanding of air, space and cyberspace power, history, doctrine, operations, joint war fighting and core values. This shared understanding can only be developed by viewing the professional education process as a continuum. The Air Force Continuum of Education framework reflects the dynamic and continuous system of Air Force PME for officer and enlisted airmen. Civilian Force Development policy is currently being formulated at high levels in the Air Force. Part of that endeavor involves defining the breadth and scope of professional education, including PME, for Air Force civilians. Limited numbers of Air Force and Department of Defense civilians currently attend various levels of officer and enlisted PME. Until current policy is changed, civilians will continue to attend PME. So, it is proper to infer that the COE framework expressed in this document addresses Total Force airmen (including officer, enlisted, and civilian). It identifies the levels of PME in an officer or enlisted airman's career, the common core curriculum areas that span that career, and a broad listing of topics that define each core area. The sequence and relationship among the institutional competencies and the core curriculum areas in the continuum framework are defined in the following sections. The framework links levels of learning with breadth and depth of core curriculum content so that each course, school, or program is able to build upon the knowledge, skills, and abilities acquired at the previous levels in the continuum. .

The purpose of this Continuum of Education Strategic Guidance (CESG) is to provide overarching strategic guidance for Air University officer and enlisted PME curricula, for both resident and distance learning modes of instruction. The focus of the CESG is on the core curriculum. AU schools teach topics that are not part of any of the core areas in this document. The fact that those topics do not appear in this document does not imply a lack of importance nor does it suggest they should not be taught. Any topic determined by competent authority to be integral to the education of airmen at particular points in their career and appropriate for inclusion in a PME curriculum should be addressed, whether or not it is identified in the continuum. Each school and program within the continuum is empowered to develop the specific courses and lessons to meet its mission and the needs of the Air Force. This guidance is a living document that defines the policies, procedures, and responsibilities regarding Air University schools and programs for implementation of the Air Force Continuum of Officer and Enlisted Professional Military Education. This document is reviewed and validated periodically to ensure consistency and appropriateness of the guidance it provides.

The Air Force COL framework incorporates a model of institutional competencies that is used to integrate the contributions of various educational and training programs to the development of airmen over the course of their careers. To the extent that these institutional competencies inform Air Force educational programs of Air Force needs, they provide, in effect, a set of Air Force PME *requirements*, upon which Air University's PME programs should be based. The COE supports and reinforces the COL by integrating the Air Force ICL into this CESG.

The Continuum of Education prepares airmen for supervisory and leadership positions by developing their professional expertise and analytical abilities (developmental education). PME focuses on that core of skills, knowledge, and intellectual capabilities (Air Force Institutional Competencies) that are common to officer and enlisted airmen, regardless of the specialized fields in which they may be engaged. The content of this core changes as an Airman moves through his/her career. It will expand in some areas and possibly contract in others. The core enhances sound problem-solving abilities that emphasize identifying and defining problems in challenging tactical, operational, or strategic environments. Through professional education, airmen develop the abilities necessary to operate effectively in dynamic environments, evaluate alternative solutions, and reach appropriate conclusions.

Core Areas of the CESG . Five core areas of study form the foundation of the Continuum of Education.

Profession of Arms. The goal of this core area is to study the military as a profession and the characteristics that separate the uniformed service from the society it serves. It focuses on distinctive knowledge, exclusive group coherence, career structure, and the airmen's role in society. It also addresses core values, discipline, professional ethics dress and appearance, oath of office, drill and ceremonies, customs and courtesies, accountability, and security awareness.

Warfare Studies. The central focus is on the study of the military instrument of national power. This core area develops an understanding and appreciation of the nature of war and the art of employing military power across the range of military operations. Warfighting includes historical and modern roles and missions, force structures, joint operations, core competencies, and tactics across the spectrum of conflict and the domains such as land, sea, air, space and cyberspace in order to develop an understanding of the theories, strategies, and doctrinal underpinnings of how best to achieve national security objectives.

Leadership Studies. This core area focuses on the study of developing and inspiring the human dimension of leadership from individual to organizational levels. Broad categories in this area include leadership styles, organizational leadership, functions of management, and command responsibilities. It draws from the study of great leaders to develop an understanding and appreciation of the professional, organizational, and interpersonal dimensions of influencing and directing people and other resources to accomplish the mission.

International Security Studies. International Security Studies develops an understanding and appreciation of the nature and functioning of the international system and the strategic environment. Broad categories in this core area include the nature and causes of war and peace, patterns of change and major global and regional trends, contemporary problems and issues, and maintaining global vigilance using intelligence capabilities. Special emphasis is accorded the non-military instruments of power and how they affect global, regional, and national security conditions, problems and issues. It also includes the study of national security strategy and the national security decision-making process, civil-military relations, and critical contemporary regional and functional problems/issues.

Communication Studies. Communication Studies develops an understanding, appreciation, and ability to apply principles of effective communication (speaking, listening, writing, research, and

non-verbal communications). Broad categories in this core area include interpersonal, small-group, and organizational dynamics, cross-cultural communications, and the attendant processes and networks for communication. This core area also involves relations with the media and the nuances of persuasion, rhetoric, negotiation, and propaganda. Additionally, the impact of technology on the communication process should be addressed in this core area.

The Role of Doctrine in PME . The doctrine of a profession represents the best practices of that profession. Military doctrine provides a firm foundation for, and informs the content of, professional military education. Within the core content areas of this CESG, one can find doctrinal topics addressed predominantly in the Warfighting Studies core area. It would be a mistake, however, to assume that doctrine is limited to this single core area. In fact, doctrine, defined as best practices, permeates most core areas of the CESG even though specific doctrinal topics may not appear in all core areas. The chart below illustrates how existing Air Force doctrine documents intersect with the CESG core areas.

CESG Core Areas and AFDD Alignment

	DD 1 Basic Doctrine	DD 1-1 Ldr & Dev	DD 2 Ops & Org	DD 2-1 Air Warfare	DD 2-1.1 Air Superiority	DD 2-1.2 Counterair	DD 2-1.3 Strategic Attack	DD 2-1.4 Countersea	DD 2-1.5 Nuclear Ops	DD 2-1.6 Pers Rec Ops	DD 2-1.7 AS Cont Cht Zn Zn	DD 2-1.8 C-CBRNE	DD 2-1.9 Targeting	DD 2-2 Space Ops	DD 2-2.1 Counterspace	DD 2-3 Irregular Warfare	DD 2-3.1 FID	DD 2-4 Combat Support	DD 2-4.1 Force Protect	DD 2-4.2 Health Svcs	DD 2-4.4 AB Est (B&F)	DD 2-4.5 Legal Spr	DD 2-5 Information Ops	DD 2-5.1 EW	DD 2-5.3 PA	DD 2-6 Air Mobility	DD 2-7 Special Ops	DD 2-8 C2	DD 2-9 ISR	DD 2-9.1 Weather Ops	DD 2-10 Homeland Ops Ops	DD 2-11 Cyber Ops	DD 2-12 Nuclear Ops
Profession of Arms																																	
Warfare Studies																																	
Leadership Studies																																	
International Security Studies																																	
Communication Studies																																	

AU PME curriculum developers should consult available Air Force as well as Joint doctrine documents (DDs) when developing/revising their curriculum materials. AU schools are strongly encouraged to consult with doctrine personnel from the LeMay Center for Doctrine Development and Education to ensure their curriculum materials are linked to the latest Air Force doctrine.

The Air Force Institutional Competencies. The Air Force Institutional Competencies (ICs) are defined within AFDD 1-1, *Leadership and Force Development*. The ICL is shown below along with a reference (in parentheses) to the number of times each ICL sub competency is addressed in the core area matrices of Appendices 1 and 2.

Air Force Institutional Competencies

(Numbers in parentheses represent how often sub competency is referenced in core area matrices)

A. Employing Military Capabilities

1. Operational and Strategic Art (6)
2. Unit, Air Force, Joint and Coalition Capabilities (3)
3. Non-adversarial Crisis Response (3)

B. Enterprise Perspective

1. Enterprise Structure and Relationships (7)
2. Government Organization and Processes (6)
3. Global, Regional and Cultural Awareness (23)
4. Strategic Communication (1)

C. Managing Organizations and Resources

1. Resource Stewardship (6)
2. Change Management (4)
3. Continuous Improvement (3)

D. Strategic Thinking

1. Vision (3)
2. Decision-making (4)
3. Adaptability (2)

E. Leading People

1. Develops and Inspires Others (5)
2. Takes Care of People (4)
3. Diversity (3)

F. Fostering Collaborative Relationships

1. Builds Teams and Coalitions (2)
2. Negotiating (17)

G. Embodies Airman Culture

1. Ethical Leadership (2)
2. Followership (2)
3. Warrior Ethos (6)
4. Develops Self (6)

H. Communicating

1. Speaking and Writing (2)
2. Active Listening (1)

A general relationship exists between the CESG core areas and the ICL competencies and sub competencies as shown below. Appendices 1 and 2 provide more detail in these relationships.

General Relationship Between COE Core Areas and Air Force ICL Competencies and Sub Competencies

COE Core Area

ICL Competency/Sub Competency

Profession of Arms B1, B2, B3, C1, F2, G1, G2, G3, G4

Warfare Studies A1, A2, A3, B1, B2, B3, D1, D2, F2, G1, G3

Leadership Studies B3, C1, C2, C3, D1, D2, D3, E1, E2, E3, F1, F2, G2, G4

International Security Studies A3, B1, B2, B3, F2

Communication Studies B3, B4, D1, D2, F2, H1, H2

Officer Professional Military Education Architecture

Education Levels. The Continuum of Officer Professional Military Education identifies four military education levels related to significant phases in an officer's career from the rank of O-1 through O-6. These levels are consistent with the first four levels identified in the structure of the JPME framework outlined in CJCSI 1800.01.

- **Precommissioning Level.** Commissioning education is the cornerstone and foundation of the entire US Air Force PME program. It is designed to develop and produce Air Force officers of character with a warrior ethos and expeditionary mindset who are culturally aware, motivated professionals dedicated to serving the nation and prepared to lead airmen in the 21st century. Commissioning education is conducted at the USAF Academy (USAFA), the Air National Guard Academy of Military Science and the Holm Center. Specific Holm Center programs include: Air Force Reserve Officer Training Corps (ROTC) and Officer Training School (OTS), which administers Commissioned Officer Training (COT) for already commissioned medical service officers, chaplains and judge advocate generals, Reserve Commissioned Officer Training (RCOT) for already commissioned Air Force Reserve and Air National Guard "hard to recruit" medical service officers and Basic Officer Military Training (BOT) for aspiring Air Force officers. [Note: The guidance outlined in this document does not apply to the USAFA.]
- **Primary Level.** Primary level education focuses on preparing newly commissioned and junior officers for leadership roles at the tactical level based on Air Force core values and the professional attributes and leadership traits which grow out of these core values. Company grade officers must first understand the "big picture" of air and space power before they become "air, space, and cyberspace power specialists" within their Air Force Specialties (AFS). They must understand how air and space power is planned, generated, and sustained to support the Joint Force Air Component Commander (JFACC). They must value teamwork, and how the proper use of air, space, and cyberspace power is impossible without effective teamwork. They must be able to use the air, space, and cyberspace power heritage learned in precommissioning to understand the concepts of air and space power doctrine. They must be able to lead small groups and follow as a part of a larger team. They must be able to respond to taskings. Education is typically received at grades O-1 through O-3. The Air and Space Basic Course (ASBC) and Squadron Officers School (SOS) currently comprise the Primary level.
- **Intermediate Level.** Intermediate level education focuses on warfighting within the context of operational art. At this level, students expand their understanding of joint force deployment and employment at the operational and tactical levels of war, focusing specifically on applying joint planning processes to the application of air, space, and cyberspace power in the complex national security environment. They gain a better understanding of joint and Service perspectives. Students must be able to articulate operational art and demonstrate how air, space, and cyberspace power integrates with joint, multinational, and interagency operations to support Joint Force Commanders (JFCs). Inherent in this level are the development of officers' analytic capabilities and

creative thought processes, and the introduction of a combination of analytical and practical tools they will require as leaders charged with the nations' defense. In addition to continuing development of their joint warfighting expertise, they are introduced to theater strategy and plans, national military strategy, and national security strategy and policy. Students must also be capable of leading teams of up to squadron-size and be able to transition between appropriate leadership styles. They must also be able to succeed as a member of a staff. Education is typically received at grade O-4. Air Command and Staff College (ACSC) currently comprises the Intermediate level of the continuum of professional military education.

- **Senior Level.** Senior level educates officers to lead at the strategic level in the employment of air, space and cyberspace forces, including joint operations, in support of national security. Education is typically received at grades O-5 and O-6 (general officers are not currently included in this continuum). Senior field grade officers must understand the strengths and limitations involved when applying the national instruments of power. They must be able to create strategies to reach National Command Authority (NCA) objectives and execute JFC guidance. They must be able to lead groups as well as individuals. They must be able to articulate to senior non-military and military leadership, the risks and benefits associated with applying the military instrument of power. They must be able to identify issues and seek solutions. Air War College currently comprises the Senior level of the continuum.

Enlisted Professional Military Education Architecture

Education Levels. The Continuum of Enlisted Professional Military Education (EPME) identifies three military education levels that are related to significant phases in an enlisted airman's career. These levels are associated with the schools comprising the Barnes Center for Enlisted Education and are consistent with the levels of education described in CJCSI 1805.01, *Enlisted Professional Military Education Policy* and the forthcoming revision of AFI 36-2301, *Developmental Education*:

- **Primary Level.** At the primary level, enlisted airmen are educated by developing the knowledge, skills, and attitudes of Airmen the grades of E-4 to E-6 in ways appropriate for leadership and supervisory duties and to foster a commitment to the military profession. The Airman Leadership School and NCO Academy comprise the primary level of the continuum.
- **Intermediate Level.** At the intermediate level, enlisted airmen are educated to broaden and cultivate the leadership and supervisory skills of NCOs in the grade of E-7 to effectively lead and manage at the unit level and inspire a commitment to the military profession. The NCO Academy comprises the intermediate level of the continuum.
- **Senior Level.** At the senior level, education is focused on refining and expanding senior NCO leadership capabilities and confirming the commitment to the military profession to effectively lead the enlisted force for NCOs at the grades of E-8 to E-9. The Chief Master Sergeant Leadership Course comprises the senior level of the continuum.

Within the Enlisted Continuum of Education, a strong emphasis is placed on the behavioral requirements resulting from membership in the military profession, and on the importance of continuing study of the body of theory and knowledge known as military art and science. EPME instructional designers make several assumptions when designing curriculum for enlisted personnel addressing time gaps between the levels of EPME. The Enlisted Continuum of Education provides the right education at the appropriate point in an individual's career through exposure to core curriculum areas. The framework of core curriculum links breadth, depth, and criticality of content topic areas so each level of EPME builds on the knowledge and skills gained at the previous levels and developed through experience. It is assumed that airmen bring to the EPME environment:

- Knowledge gained through study of the Promotion Fitness Exam prior to attending PME.
- Previous exposure to some level of mentoring by those senior to themselves.
- Awareness of their positions and inherent responsibilities within the Enlisted Force Structure (per AFI 36-2618).

Desired End-State

As stated in *The Nation's Guardians: America's 21st Century Air Force*, 28 December 2007, "[t]he Air Force's commitment to America's joint team is to provide forces proficient across the range of military operations to protect the United States, its interests, values and allies; deter conflict and prevent surprise; and, should deterrence fail, prevail against any adversary." To that end, the Air Force must endeavor to:

- Develop tomorrow's airmen leaders responsible for advocating effective and efficient deployment of air, space and cyberspace in joint and coalition arenas.
- Produce airmen with tactical expertise, operational competence and strategic vision dedicated to employing forces proficient across the range of military operations to protect the United States, its interests, values and allies; deter conflict and prevent surprise and should deterrence fail prevail against any adversary.
- Guarantee airmen of character instilled with the warrior spirit grounded in Air Force history and tradition capable of anticipating, learning and adapting to the changing environment.
- Foster in airmen an intellectual curiosity and ability to learn, anticipate and adapt.
- Bolster the cultural competence and academic skills of airmen to ensure they are articulate air, space, and cyberspace power advocates, capable of fully integrating and

leveraging the Air Force's distinctive capabilities in joint and coalition arenas.

- Prepare airmen to understand and fully exploit the synergies of cross-domain dominance — the freedom to attack and the freedom from attack in and through the atmosphere, space and the electromagnetic spectrum.

Air University contributes to the achievement of these Air Force objectives by focusing education on a desired end state characterized as follows:

- Preparing airmen to develop, employ, command, and support air, space, and cyberspace power in an increasingly complex environment.
- Educating leaders in matters of peace and war prepared for leadership responsibilities in the diverse, dynamic, and complex field of international security.
- Preparing airmen to embrace and personalize a set of core values and ethical standards that will serve as a guide in the decision-making process.
- Developing airmen in the effective use of oral and written communication skills and critical, analytical, and creative thinking skills.
- Developing airmen who articulate ideas, solve problems, continually improve processes and share successes in ways that are visionary and compelling to meet the needs of the modern military.

Chapter 3

ENACTING AND ADMINISTERING THE CONTINUUM

Sources of Guidance. The AU/CC issues broad academic guidance. The CESG will be modified as needed to implement AU/CC and/or higher headquarters requirements. Under AU/CC's direction, the Chief Academic Officer (AU/CF) has primary responsibility for formulating and coordinating revisions to the CESG. The school commandants/commanders are responsible for implementing the strategic academic guidance for their individual schools.

Curriculum Development, Review, and Approval. The curriculum development, review and approval process begins with the establishment of a CESG and ends with an Air University curriculum review and approval process (via the Educational Program Review Board) that addresses the degree to which PME and commissioning programs meet the CESG requirements at the appropriate levels of learning.

The curriculum development, review, and approval process begins with the establishment of a Continuum of Education architecture and ends with a curriculum review that focuses on certifying PME programs as meeting the appropriate levels of learning within the continuum architecture as outlined in this document. Within the framework of the CESG, and using Instructional System Development (ISD) processes, schools and programs are empowered with the academic freedom to develop and implement their curricula to the extent that it meets USAF needs. The schools and programs are also responsible for ensuring continuous improvement and faculty/staff involvement in preparing and implementing curricula.

Senior Leader Guidance. The CESG may also contain such guidance as the Chief of Staff of the Air Force (CSAF), the AU Command Board of Advisors CBOA, and the Air Force Learning Committee (AFLC) may render regarding the direction and/or focus of Air Force professional military education. Additionally, AU, school, and Center commanders may also periodically inject guidance affecting AU's educational programs. The following points proffered by the CSAF, the AU CBOA, the AFLC should guide school faculty and staff as they modify their curricula.

- Emphasize cultural awareness of coalition allies and enemies at all levels of officer and enlisted PME
- Increase understanding of and appreciation for the evolving role of special operations
- Continue pursuing the next “event horizon” regarding the topics of space and cyberspace; inculcate an understanding of why the Air Force is the executive agent for space and cyberspace and what it means for the future of the Air Force and national security
- Enlisted PME should enhance the leadership skills of NCOs with an appreciation for the impact that NCOs have on their first encounter with new airmen
- Emphasize the importance of and provide initial and follow-up expeditionary skills training

- Emphasize the Air Force Institutional Competencies at all levels of instruction within the Air University educational system

The Officer Professional Military Education Policy (OPMEP), CJCSI 1800.01, and Enlisted Professional Military Education Policy (EPMEP), CJCSI 1805.01, outline learning objectives and outcomes relating to joint education content that must be addressed by Service officer and enlisted PME schools, respectively. The relationships between these documents and the CESG are addressed in the **Related Governing Documents** sections of Appendices 1 and 2.

Appendix 1

CONTINUUM OF OFFICER PME CORE CURRICULUM AREA EMPHASIS

Overview. Education programs in the continuum are designed so that each educational exposure builds upon the previous one. This is accomplished through challenging curricula that match the level of education with the rank, responsibility and career progression of the airman. Each level of education is designed to prepare the individual for increasing levels of responsibility by teaching new or enhancing existing critical thought processes appropriate to the challenge. Unlike training, educational programs (such as PME) are typically designed to prepare individuals to function in situations that may be ill defined or currently unknown. Preparing for an unknown future is at the heart of education's purpose. And yet, Air Force officers also need to be prepared to do things that are quite well known and easy to anticipate, such as how to lead subordinates, how to communicate effectively, etc. This translates into a need for our educational programs to be of both far-reaching and immediate value, preparing airmen to function effectively in unknown situations as well as well-known activities.

Levels of Education and Levels of Learning. The COE focuses on levels of education rather than specific schools. For the officer COE, there are four levels: Precommissioning, Primary, Intermediate, and Senior. Each of these levels is further identified with levels of learning to be attained in the topics comprising each of the five core areas. In a very broad, general sense, the COE displays an increasing level of complexity from precommissioning to senior level PME. The beginning and ending levels of learning in each core area vary by topic. These topical distinctions are captured in the core area matrices in this appendix. Each AU PME school should make every effort to target its instruction to the levels identified in these matrices whenever possible.

Core Area Matrices. This appendix presents a matrix for each of the five core areas in the officer continuum, displaying a collection of topics appropriate to each core area. Topics are identified with levels of learning for each educational level in the continuum. Levels of learning define the expected educational progression of an airman throughout his/her career in each core area. No single school is expected to address all topics in any given core area. The topic lists are not exhaustive, so schools may teach topics that are not listed in any core area. Instructional developers in the officer PME schools should use the core area matrices to estimate the levels of learning incoming students will possess upon arriving at their schools, as well as the levels of learning to be achieved within their educational programs.

Related Governing Documents

Air Force Instruction 36-2014, Commissioning Education assures relative curriculum continuity among accessions sources. This AFI supersedes the Commissioning Education Memorandum of Understanding (CEMU), which served as the defining document for all Air Force commissioning education curricula since the 1980s. AFI 36-2014 incorporates the objectives and topics previously contained in the CEMU, which are closely aligned with the core

areas and topics listed in the CESG. If there are discrepancies between this CESG and the AFI 36-2014, the AFI shall take precedence for the programs in the Holm Center.

Officer Professional Military Education Policy (OPMEP) Document (CJCSI 1800.01) provides specific guidance and curriculum objectives addressing joint PME topics and issues. These topics and issues touch several of the core areas described in this chapter. All levels of officer PME are impacted by the OPMEP. Therefore, schools should refer to the OPMEP frequently to ensure they are meeting the spirit and intent of joint PME requirements. If there are discrepancies between the CESG and the OPMEP, the OPMEP shall take precedence.

AU Instruction 36-2306, *Air University Educational Program Review*, requires AU PME and precommissioning schools to map the content of their respective courses against the CESG to show the relative percentages of curriculum addressing each CESG core area as well as the percentage of curriculum addressed outside the core areas.

Profession of Arms

- **Precommissioning level**

- **Emphasis.** The Profession of Arms curriculum at the commissioning education provides an understanding and appreciation of the uniqueness of the military profession, the meaning of “warrior ethos” and Air Force culture and heritage. Emphasis is placed on learning and developing the characteristics and qualities unique to the Air Force officer and the critical skills needed to survive in a deployed expeditionary environment. Topics included in this area of the curriculum are: Air Force core values, professional standards, values and military ethics, customs and courtesies, good order and discipline, military justice, drill and ceremonies, security awareness, civil-military relations, the oath of office and expeditionary skills.

- **Primary level**

- **Emphasis.** At the primary level, issues related to officership, moral and ethical development, accountability, and other responsibilities related to the military profession are raised to a high level of learning (typically the application level). Officers are expected to display the traits that make them military professionals and that separate them from their civilian counterparts.

- **Intermediate level**

- **Emphasis.** At the intermediate-level the educational emphasis for Profession of Arms should be on the professionalism of officers at mid and senior officer ranks. Questions that provide a sense of interaction at this level are: “What officership traits are evident in successful officers?” “How should intermediate and senior level leaders interact within the ranks and between ranks to be effective in meeting the mission?” “How does the interaction between the military and American society affect strategic and operational decisions?” “What are the implications of civilian control of the military?” “What are the

limits of one's accountability to supervisors, to subordinates, and especially for the actions of one's subordinates?"

- **Senior level**

- **Emphasis.** At the senior level, the educational focus for Profession of Arms should be the analysis and synthesis of the traits of successful leaders to include: core values; roles and responsibilities to the military and civilian community; professional relations within/between ranks and any unit impact; military and society interactions and relationships; and the moral and ethical behavior of the senior leader in war and during peacetime.

Warfare Studies.

- **Precommissioning level**

- **Emphasis.** Warfare Studies curriculum at the commissioning education level provides prospective officers an understanding and appreciation for the character of war and the employment of military across the spectrum of operations. Upon completion of commissioning education, the new second lieutenant will be able to clearly state and explain the United States Air Force contributions to the Nation's joint war fighting efforts. Emphasis is placed on the Air Force's contributions to America's joint war fighting capabilities. Topics included in this phase of commissioning education are: Air Force roles and missions, Air Force core competencies, basic doctrine, Air Force functions and joint operations.

- **Primary level**

- **Emphasis.** Emphasis at this level is at the company-grade and tactical level of warfighting. Officers should understand the role of small teams during expeditionary operations. Officers should be able to communicate the overall mission of the Air Force in all operational domains. Taken together, the breadth of topics addressed at the primary level is designed to imbue young Air Force officers with the attitude, tools, and knowledge essential for excellence at the unit level.

- **Intermediate level**

- **Emphasis.** At the intermediate-level the educational emphasis for Warfare Studies should be on the forces, organizational structures, planning processes, supporting doctrine, and operational concepts that enable the US military to engage as a joint team, across the full range of military operations. A major focus is on applying joint planning processes to the application of air, space, and cyberspace power in the complex national security environment. Emphasis is on integrating air, space, and cyberspace power with joint, multinational, and interagency operations.

- **Senior level**

- **Emphasis.** Emphasis is on the conduct of war and the command and control of joint air, space, and cyberspace power and its contribution to national security at the theater and strategic levels. The strategic-level of warfighting, is inherently joint, often involves coalition partners, and requires cross-domain mastery.

Leadership Studies.

- **Precommissioning level**

- **Emphasis.** Leadership studies at the commissioning level emphasize followership, leadership and the supervisory tools needed to function as an effective second lieutenant. This phase of an officer's development focuses on the fundamentals of leadership, leadership authority, responsibility, accountability, team building and the problem-solving/process improvement tools and techniques required of a new Air Force officer. To enhance their leadership development, trainees/cadets are provided numerous opportunities to apply their leadership and problem-solving skills and receive feedback to improve the individual's leadership/followership performance. At the conclusion of the Leadership Studies' phase of commissioning education, the prospective officer can accurately analyze leadership situations, effectively use the problem-solving process and motivate subordinates and peers to accomplish critical Air Force missions.

- **Primary level**

- **Emphasis.** The primary leadership team for the Air Force is the flight; therefore, the focus of Leadership Studies at the primary level is on the flight-command level. Coverage at the primary level should be focused on the tactical level to provide tools officers need to build and lead small teams and serve as dynamic followers. The focus at the primary level should be on the dynamics of the interaction between individual leadership skills and group interaction in building successful teams. Instruction should be focused on concepts and philosophies officers can use to improve individual leadership skills, adjust leadership style to the situation, task at hand, and the abilities of followers. Opportunities should be provided for officers to apply techniques learned.

- **Intermediate level**

- **Emphasis.** At the intermediate-level the educational emphasis for Leadership Studies should be on the challenges that military officers face as they command and leader in key squadron and staff positions. Instruction should emphasize interaction of the leader, followers, and situation leading to the development of a personal philosophy of leadership that would inspire their charges to persevere and overcome challenges they will face. Analysis of the impact of leadership in operational art should be emphasized.

- **Senior level**

- **Emphasis.** Focus of curriculum is on educating officers to lead in the strategic environment by developing skills in horizontal or peer leadership at group/wing command and above and in joint and coalition settings. This level should emphasize shifting students' focus from a situational to a transformational leadership approach. Emphasis should be placed on interagency processes and coalition building. Curriculum at the senior level should develop a sense of understanding of personal strengths and weaknesses to lead at the strategic level and develop an understanding of how to take the strengths and weaknesses of others to craft symbiotic relationships among individuals to create an effective team.

International Security Studies

- **Precommissioning level**

- **Emphasis.** The International Security Studies commissioning level curriculum emphasizes the structure and interrelationships embodied in the US national decision-making process. Special emphasis is placed on familiarizing the prospective officer with the various world regions through a discussion of culture, US interests and regional issues. In this phase of commissioning education, five key areas are stressed: national security concepts, the strategic environment, instruments of national power, civilian-military relationships and regional problems and issues.

- **Primary level**

- **Emphasis.** The emphasis at the primary level is on those aspects of international and national security affairs that provide the broad context within which junior officers and their superiors must operate. Special attention is paid to the topics that most affect an officer's ability to lead and follow, to communicate, and to understand what it really means to be an airman in today's world.

- **Intermediate level**

- **Emphasis.** At the intermediate-level the educational emphasis for International Security Studies should be on the broader context of modern military operations, comprehending both the challenges and opportunities that confront the US in the 21st Century. Emphasis is on understanding the security policies, national planning systems, and resulting strategies through which the US will employ its instruments of power to engage regionally and globally. Focus is on the relationship between broad international and national security affairs and successful war fighting—especially the use of air, space, and cyberspace power—at the operational level of war.

- **Senior level**

- **Emphasis.** The emphasis at the senior level is on the relationship of international and national security affairs to the formulation and implementation of national military and grand strategy. The curriculum is designed to enable students to have the capacity to

analyze complex political-military situations, develop strategies to assure the accomplishment of national security objectives, and effectively lead the nation's military forces in various strategic geo-political environments in both peace and war.

Communication Studies

- **Precommissioning level**

- **Emphasis.** The Communication Skills curriculum at the commissioning level provides the prospective officer the ability to communicate clearly and concisely using common Air Force oral and written communication formats. This phase of the commissioning education curriculum emphasizes effective listening techniques, briefing skills, active listening, the ability to use Air Force writing formats, interpersonal communications and interaction with the American media. The new officer's communication skills are developed through a "learning by doing" model, whereby the trainees/cadets are provided numerous opportunities to demonstrate their communicative ability and receive constructive feedback designed to improve those capabilities.

- **Primary level**

- **Emphasis.** Communications Studies at the primary level amplifies instruction received at the precommissioning level and provides opportunities to apply the principles of effective communication and receive feedback. Special attention is given to speaking, writing, listening, and the interpersonal communication instrumental in team building. Interpersonal communications emphasize maximizing the potential of individual as a part of a team. A foundation is laid for the officer's ability to organize a well-reasoned and well-supported argument—spoken and written.

- **Intermediate level**

- **Emphasis.** At the intermediate level the educational emphasis for Communication Studies should be on the analytical capabilities, creative thought processes, and problem-solving skills needed at the squadron command and higher-level staff positions. Special attention is paid to maximizing the contribution of others in small groups, briefing skills, and writing staff summary sheets, position/background papers and the other primary instruments used at this level. Communication skills required in teambuilding, preparing a position or research paper, and utilizing technology also are stressed. Instruction should review and reinforce effective communication principles taught earlier in the continuum and provide ample opportunity for application and feedback on performance. Electives or other supportive instruction should be available for those needing a more extensive review.

- **Senior level**

- **Emphasis.** Communication studies at the senior level emphasize clear, persuasive, and engaging spoken and written communication to sophisticated audiences. Organizational

communication and improved research skills are topics addressed at the senior level. Instruction should foster strategic-level thinking through the discipline of executive writing and editing of Air Force issue papers (white papers) and research papers and/or publishing in scholarly journals. A significant amount of time should be provided for students to apply the skills and receive feedback on their performance.

Special Areas of Emphasis (SAE). SAEs are defined as emerging areas that may need special short-term emphasis across the COE. The areas may be later incorporated into the core curriculum areas of the CESG at the appropriate level once validated through the curriculum review process. Joint SAE and Air Force Learning Committee (AFLC) SAEs are not mandated to be taught in AU courses, but are recommended for consideration to be taught. Ultimately, the decision whether or not to address SAEs in the curriculum is the responsibility of school commanders/commandants and deans.

Officer Professional Military Education Topics

The topical content of the five core areas comprising the continuum of education is laid out in matrix format in this section of the CESG. The listings of topics in each core area matrix provide a representative description of each respective core area. The purpose of the topic lists, and the core area matrices in general, is to provide curriculum planners, developers, and decision-makers with a relatively comprehensive guide useful in building curriculum.

Because of the large number of topics and the limited time for an instructional program, there is neither a requirement nor an expectation that schools should address every topic listed in every core area in the matrix. Rather, schools have the responsibility to determine which topics are most appropriate to be addressed in their respective programs. In the matrices on the following pages, each topic block contains codes for cognitive levels of learning explained in the next section.

Cognitive Levels of Learning

Descriptive verbs describe the desirable educational end state (the desired level of cognitive knowledge and/or skill an airman should acquire to be able to function successfully at a given rank or point within his/her career). The level of learning indicated for any particular topic and any particular point/rank signifies the level at which a majority of individuals should be able to perform. The levels of learning drawn from Bloom's *Taxonomy of Educational Objectives: Handbook I: Cognitive Domain* are highlighted below in increasing level of achievement.

- a. Know. The ability to remember previously learned material. This level involves recall of a wide range of material, from specific facts to complete theories, but all that is required is bringing to mind appropriate information. Related terms include defines, describes, identifies, labels, lists, matches, names, outlines, reproduces, selects, and states.
- b. Comprehend. The ability to grasp the meaning of material. Translating material from one form to another, interpreting material or estimating future trends may show this level. Related terms include: converts, defends, distinguishes, estimates, explains, extends,

generalizes, gives examples, infers, paraphrases, predicts, rewrites, summarizes, translates, and understands.

c. Apply. The ability to use learned material in new and concrete situations. This level includes application of rules, methods, concepts, principles, laws, and theories. Related terms include: changes, computes, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, and uses.

d. Analyze. The ability to break down material into its component parts so that its organizational structure may be understood. This level includes identification of the parts, analysis of the relationships between parts, and recognition of the organizational principles involved. Related terms include: breaks down, diagrams, differentiates, discriminates, distinguishes, illustrates, infers, outlines, points out, selects, separates, and subdivides.

e. Synthesize. The ability to put parts together to form a new whole. This level involves production of unique communications, a plan of operations, or a set of abstract relations. Related terms include: categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, summarizes, and writes.

f. Evaluate. The ability to judge the value of material for a given purpose. Judgments are to be based on defined internal (organizational) or external (relevance to the purpose) criteria. Criteria are subject to value judgments. Related terms include: appraises, criticizes, discriminates, explains, justifies, interprets, and supports.


Conventions Used in the Core Area Matrices

In the core area matrices presented on the following pages, a gray colored block signifies no formal instruction is provided in the particular topic at that particular level in the continuum. Gray topic blocks appearing at higher levels in the continuum suggest that the topic may have been completely addressed at lower levels of the continuum and no longer needs formal instruction (e.g., dress and appearance, customs and courtesies, etc.). Gray blocks appearing at lower levels in the continuum suggest that the topic is of such a nature that it may not be appropriate for lower ranking airmen (e.g., strategy development, etc.). As a general rule, when the same level of learning spans two or more segments of the continuum, there is an implicit “ramping” (or increase) across those segments in terms of the complexity or scope of the topic.

OFFICER PROFESSIONAL MILITARY EDUCATION CORE AREA MATRIX


1. Profession of Arms: A study of the military as a profession and the characteristics that separate the uniformed service from the society it serves. It focuses on distinctive knowledge, exclusive group coherence, career structure, and the airman's role in society. It also addresses core values, discipline, professional ethics dress and appearance, oath of office, drill and ceremonies, customs and courtesies, accountability, and security awareness.		ICL Linkage	Precommissioning Level	Primary Level	Intermediate Level	Senior Level
			New Commissionee	2 nd Lt – Capt (0 – 10 yrs)	Maj & Lt Col (11-15 yrs)	Lt Col & Col (16-25 yrs)
1.1	Airmanship/Military Culture - This competency is designed to help students understand those traits unique to the military and common to successful air-minded military members. Addresses the various facets unique to military service, such as dress and appearance, drill and ceremony, customs and courtesies, ranks, oaths of service, chain of command, accountability and the UCMJ.	B1, B3, G1, G3	K	C	C	Addressed informally - May or may not be formally taught
1.2	Professional Relations - Addresses how military personnel interact within the ranks and between ranks. It focuses on professional relationships and unprofessional relationships with other airmen. In both types of relationships, the impact on the unit is fully examined from a positive and negative standpoint.	F2, G2	K	C	Ap	S
1.3	Civil-Military Relations – The interaction of armed services and society, highlighting the interface between political and military leaders in the American system of government and the concept of civilian control. Areas addressed include the decision-making process, chain of command, and public opinion.	B2, B3, F2	K	K	C	Ev
1.4	Security Awareness - Addresses military members' responsibility to safeguard information and resources to ensure national security. It includes categories of privileged information, and how that information is handled and disseminated. (such as: OPSEC, COMSEC, etc.). Also includes force protection (FPCON) and information protection (INFOCON).	C1	K	Addressed informally - May or may not be formally taught	Addressed informally - May or may not be formally taught	Addressed informally - May or may not be formally taught
1.5	Wellness - Focuses on balancing the four dimensions (spiritual, mental emotional, physical) impacting a person's life through increasing the adoption of health-enhancing conditions and behaviors for the purpose of improving personal and professional effectiveness. Wellness is a pre-requisite of Readiness. Being well, in all four areas, directly affects readiness. Even the absence of any one of these dimensions adversely affects readiness.	G3, G4	Ap	Addressed informally - May or may not be formally taught	C	S
1.6	Core Values - Core Values are much more than minimum standards. They remind us what it takes to get the mission done. They inspire us to do our best at all times and are the common bond among all comrades in arms, and they are the glue that unifies the force and ties us to the great warriors and public servants of the past.	B3, G3, G4	C	Ap	Ap	S
1.7	Professional Ethics - The shared imperatives (what members must do) and ideals (what members aspire to be) that clarify acceptable behavior, standards, responsibilities, and expectations for individuals as members of the Air Force. Based on martial values such as duty, courage, loyalty, and honor; institutional values like integrity, service, and excellence; and national values like liberty, justice, and equality. Contribute to an understanding of military service as a profession rather than an occupation. Require broadly applicable principles and practices for identifying, analyzing, and reconciling ethical dilemmas stemming from uncertainty, competing values, and potential harm.	B3, G3, G4	C	C	C	Ev
1.8	Warrior Ethos – Displays military/executive bearing, self-discipline and self-control; exhibits hardiness of spirit despite physical and mental hardships, and has moral and physical courage; continuously hones skills to support the employment of military capabilities. Seeking experience opportunities that will develop/enhance decision-making abilities under pressure or in combat situations enables military personnel to develop the confidence, judgment, courage, and integrity to perform.	B3, G3, G4	Ap	Addressed informally - May or may not be formally taught	C	Ev

(Cognitive Domain Legend) K – Knowledge; C – Comprehension; Ap – Application; An – Analysis; S – Synthesis; Ev – Evaluation

 - signifies no formal instruction


2. Warfare Studies: A study of the military instrument of national power. This core area develops an understanding and appreciation of the nature of war and the art of employing military power across the spectrum of operations. Warfighting includes historical and modern roles and missions, force structures, joint operations, core competencies, and tactics across the spectrum of conflict and the domains such as land, sea, air, space and cyberspace in order to develop an understanding of the theories, strategies, and doctrinal underpinnings of how best to achieve national security objectives.		ICL Linkage	Precommissioning Level	Primary Level	Intermediate Level	Senior Level
			New Commissionee	2 nd Lt – Capt (0 – 10 yrs)	Maj & Lt Col (11-15 yrs)	Lt Col & Col (16-25 yrs)
2.1	The Nature of War – Addresses the actors; types of war; causes of war and peace; and the relationships between war, conflict, and conflict resolution, which are all essential to understanding war at the operational and strategic levels	A1, B3	K	C	C	An/S
2.2	General Military History - Military Studies uses the lens of history to focus understanding of the present and illuminate the future. General military history promotes understanding of war in global perspective through analysis of critical issues, including the causes of war, the nature and types of war, the ethics of war, the conduct of war, and war termination	A1, B3	K	C	C	An/S
2.3	USAF History - Military Studies places special emphasis on the study of the historical development of the United States Air Force and of the international evolution of air and space power. Historical analysis identifies the main actors and events that helped shape the Air Force as it is today, and traces the evolution of technologies, institutions, and operational art that comprise air and space power.	A1, B1, D2, G1, G3	K	C	C	An/S
2.4	Capabilities and Limitations of US Military Forces –Addresses the capabilities and limitations of the forces of all US military services, including USAF, USA, USN, USMC, the USCG, including Active, Reserve, National Guard and civilian forces. Special emphasis on Air Force roles, missions and functions, and USAF Core Competencies applied in the air, space and cyberspace domains..	A2, B2	K	K	C	An
2.5	Military Theory and Doctrine - Military theory defines the problem-field of Military Studies, categorizes its intellectual components, explains relationships among the components, connects the field to related phenomena, enables the assimilation of new information, and predicts or anticipates new relationships. Military theory is derived from military history and context. Military doctrine represents officially sanctioned beliefs and principles derived from theory and historical practice. There are three types of doctrine: Service, joint, and multinational. The USAF recognizes three levels of doctrine: Basic, operational, and tactical.	A1	K	C	Ap	An
2.6	Military Strategy – Strategy is the art and science of developing and using political, economic, psychological, information, intelligence and military forces as necessary in support of national policies. Military strategy, congruent with national strategic guidance, coordinates the development, deployment, and employment of military forces at the theater, operational, and tactical levels.	A1	K	C	C	S/Ev
2.7	Spectrum of Operations – Addresses the full range of military operations from operations other than war (humanitarian, peacekeeping, relief operations, and support to foreign and domestic civil authorities) through full-scale warfare using general purpose, strategic, and/or nuclear forces. Focuses on the need for engagement before and after warfighting/crisis response.	A3, B3, F2	K	C	C	S
2.8	Joint, Enterprise & Multinational Operations - How the branches of service (Air Force, Army, Navy, Marines), other DoD, US government organizations and forces of other nations work together to strengthen warfighting capabilities and overall effectiveness.	A2, B1, B2, B3, F2	K	K	C	An

(Cognitive Domain Legend) **K** – Knowledge; **C** – Comprehension; **Ap** – Application; **An** – Analysis; **S** – Synthesis; **Ev** – Evaluation

 - signifies no formal instruction


2.9	Air and Space Doctrine & Employment – Doctrine incorporates the fundamental principles that guide our actions in peace and war. It is not a checklist telling exactly what we need to do but does provide clear guidance by strengthening our warfighting capabilities. Air and space Employment addresses the application of air and space doctrine and Air Force Core Competencies in actually employing air and space forces. Also addresses the functions of the JFACC, Command and Control, ISR, etc. Airmen should not only be able to articulate air and space doctrine and employment, but should be prepared to advocate the unique advantages that air and space power brings to the joint fight.	B1	K	C	Ap	S
2.10	Operational and Strategic Art – Focuses on understanding, integrating and leveraging doctrines, concepts and capabilities within an effects-based approach to warfare across the spectrum of military operations. Applies science (the principles of war) with art (facets of the operational art and doctrine) to enhance warfighting capabilities.	A1, A2, B3, D1, D2, F2	K	C	C	An/S

(Cognitive Domain Legend) **K** – Knowledge; **C** – Comprehension; **Ap** – Application; **An** – Analysis; **S** – Synthesis; **Ev** – Evaluation

 - signifies no formal instruction


3. Leadership Studies: A study of developing and inspiring the human dimension from individual to organizational levels. Broad categories in this area include leadership styles, organizational leadership, functions of management, and command responsibilities. Develops an understanding and appreciation of the professional, organizational, and interpersonal dimensions of influencing and directing people and other resources to accomplish the mission.		ICL Linkage	Precommissioning Level	Primary Level	Intermediate Level	Senior Level
			New Commissionee	2 nd Lt – Capt (0 – 10 yrs)	Maj & Lt Col (11-15 yrs)	Lt Col & Col (16-25 yrs)
3.1	Leadership - Focuses on leadership concepts and theories with emphasis on situational leadership theories and transformational leadership; accepted codes of conduct, ethical principles, USAF ethics policies and procedures; and developing and nurturing ethically-minded organizations through goals actions, and referent behaviors that exemplify professionalism, humility, self-control, personal discipline, and values. Topic draws from the concepts included in the topics of Core Values and Professional Ethics.	C1, C2, D1, E1, E2, E3, F2	C	Ap	An	Ev
3.2	Supervision Skills - Addresses guidelines for effective supervision and delegation techniques. Also touches on leadership accountability so students will realize the responsibilities inherent in positions of responsibility. Considers effective counseling and mentoring. Puts people first, attending to the physical, mental and ethical well-being of fellow airmen and families. Focuses on developing people through effective feedback, coaching, mentoring and delegating. Inspires others to transcend their own self-interests and embrace personal sacrifice and risk for the good of the organization and the mission.	C1, E1, E2, E3, F2	C	Ap	C	Ap
3.3	Mentoring - Addresses what mentoring is and why it is important, the roles and functions of a mentor, the nature of the mentoring task, and ways one can find mentors and become a mentor to others. Mentoring is discussed in the context of an obligation of leadership.	E1	C	C	C	An
3.4	Evaluation Systems – Addresses key aspects of the personnel evaluation Systems. Also addresses performance feedback & reporting and promotion recommendations.	C1, E2	K	C		
3.5	Functions of Management - The broad management activities that leaders must perform as a result of her/his position in the Air Force. It includes the effective and efficient management of critical resources by planning, organizing, coordinating, controlling, directing, and staffing. The managerial emphasis is on integrating and controlling AF financial, informational, technological, material, warfare, and human resources to accomplish the mission and achieve organizational goals. Implements ‘best practice’ management techniques throughout the organization.	C1, C2, F2	C	K	C	Ap
3.6	Diversity/Equal Opportunity - Addresses the problems with prejudice and discrimination in the military. It also focuses on the avenues for solving these problems, starting with the chain of command, Military Equal Opportunity Office, and the Inspector General. Leverages the value of differences in perspectives, approaches, preferences, race, gender, background, religion, experience, generation and other factors. Leverages diversity for mission accomplishment and fosters a tolerant environment; shows respect for others regardless of the situation; treats people in an equitable manner.	B3, E3	C	C		C
3.7	Group Dynamics - Expresses the importance of good interpersonal relationships with associates, peers, superiors and subordinates. Discusses how to improve relationships and maximize individual talents and attributes by properly managing and resolving conflict. At the intermediate and senior levels, this topic considers the dynamics encountered in running larger organizations.	B3, F2	C	Ap	C	An

(Cognitive Domain Legend) K – Knowledge; C – Comprehension; Ap – Application; An – Analysis; S – Synthesis; Ev – Evaluation

 - signifies no formal instruction


3.8	Dynamic Followership - Reinforces the concept that to be good leaders, students should also be good followers. Examines the nature of effective followership and a model of follower behavior and discusses how to identify situations where followers are less than effective. Clarifies what effective follower behavior means and ties in the USAF Core Values. Exercises flexibility and adapts quickly to alternating role as leader/follower: follower first, leader at times.	G2	C	Ap	C	S
3.9	Building Teams and Coalitions – Introduces concepts that lay the foundation for group success. Discusses importance of understanding and valuing contributions of each team member At the intermediate and senior levels, importance is placed on need for building larger organizational teams and maximizing synergy of talent and personal attributes toward mission accomplishment. Contributes to group identity; fosters cohesiveness, confidence, and cooperation. Develops networks and alliances spanning organizational, service, departmental, agency and national boundaries.	B3, F1, F2	C	Ap	Ap (in residence) C (in DL)	Ap
3.10	Change Management - Perceives opportunities and risks before or as they emerge. Understands the change management process, critical success factors, and common problems and costs. Embraces, supports and leads change, striving to continuously improve operations/processes in an environment of diminishing resources. Maintains effectiveness when experiencing major changes in work taskings or environment. Adjusts to changes within new work structures, process, requirements, and cultures. Responds quickly and proactively to ambiguous/emerging conditions, opportunities and risks.	B3, C1, C2, C3, D3, F2	C	Ap	C	An
3.11	Problem Solving - Focus is on the necessity for, and effectiveness of, solving problems using a systematic approach, with emphasis on shifting from short-range manifestations of the tactical aspects of a problem to the nature of the problem and its long-range, strategic consequences. Approaches to problem solving involve creativity, analysis, and brainstorming activities that strengthen the process.	B3, C3, D2, F2	C	Ap	Ap	An
3.12	Safety/Operational Risk Management - Addresses the hazards involved with the work environment and how to maintain safe working conditions by examining documented Air Force safety standards and identifying potential risk situations. Also addresses the economic and political determinants of the decision-making process. This is an especially crucial issue at higher ranks in the Air Force as a greater number of decisions made at that level have long-range political and economic impacts.	C2, D3	K	K	Ap	An
3.13	Time Management - Focuses on ways to save time and set goals. Addresses the advantages of good time management and effective goal setting.	G4	C	Ap	Addressed informally - May or may not be formally taught	Ap
3/14	Personal and Professional Development - Continually increases breadth and depth of knowledge and skills; develops life-long learning habits; embraces assessments from self and others to identify strengths and development needs. Encourages similar habits in others.	E1, G4	C	Ap		Ap
3.15	Roles/Responsibilities - Deals with the basic concepts of leadership roles and responsibilities to the mission, higher headquarters, collateral units, unit welfare, individuals, yourself, and the civilian community, including media relations.(From POA)	E2, F1	C	C	C	S
3.16	Continuous Process Improvement - Focuses on taking the initiative to originate/support action to improve existing operating conditions and processes through the identification of value, reduction of waste, and the minimization of risk using appropriate improvement methods to identify opportunities, implement solutions and measure impact. Understanding organizational core, governing and enabling processes facilitate a systemic approach to organizational continuous process improvement (CPI) that aligns with USAF corporate strategy. Anticipates/meets needs of internal and external stakeholders.	C3, D1	C	Ap	C	An

(Cognitive Domain Legend) K – Knowledge; C – Comprehension; Ap – Application; An – Analysis; S – Synthesis; Ev – Evaluation

 - signifies no formal instruction


4. International Security Studies develops an understanding and appreciation of the nature and functioning of the international system and the strategic environment. Broad categories in this core area include the nature and causes of war and peace, patterns of change and major global and regional trends, contemporary problems and issues, and maintaining global vigilance using intelligence capabilities. Special emphasis is accorded the non-military instruments of power and how they affect global, regional, and national security conditions, problems and issues. It also includes the study of national security strategy and the national security decision-making process, civil-military relations, and critical contemporary regional and functional problems/issues.		ICL Linkage	Precommissioning Level	Primary Level	Intermediate Level	Senior Level
			New Commissionee	2 nd Lt – Capt (0 – 10 yrs)	Maj & Lt Col (11-15 yrs)	Lt Col & Col (16-25 yrs)
4.1	National and International Security Issues – Addresses transnational issues with an emphasis on weapons of mass destruction that we might face in the future and the proliferation of those weapons.	B3	K	K	C	An
4.2	Instruments of National Power - Addresses one nation's ability to influence another nation through appropriate and integrated use of the diplomatic, information, military, and economic (DIME) instruments of national power to support US national security interests. Topic includes how the military instrument is made more effective when used in concert with other instruments of power.	A3, B1, B2	K	C	C	An
4.3	National Security Strategy and Policy - Considers the security policies, national planning systems, national intelligence, and resulting strategies and policies that enable the US to effectively employ its instruments of power during peace or war to establish favorable conditions to attain national objectives.	B1, B2	K	K	C	An
4.4	Interagency Collaboration - References US intergovernmental organizations (IGO), agencies and departments, to include the Department of Defense, and nongovernmental organizations (NGO). Focuses on coordination among IGO and NGO for the purpose of achieving an objective. Develops an understanding of the need to synchronize military strategies with existing diplomatic, informational and economic capabilities to provide integrated courses of action. This includes planning, liaison, coordination mechanisms, organization and chains of command, and identifying responsibilities and authorities.	A3, B1, B2, B3, F2	K	K	C	Ap
4.5	Global, Regional and Cultural Awareness - Focuses on cultivating the general knowledge, skills, attitudes and learning approaches necessary for airmen to contribute to operational success and institutional effectiveness in culturally complex environments. Uses these frameworks to guide learning about specific cultures, societies, military, economic and political systems of areas of current and potential interest to the US. Examines current and potential future conflicts, relating them to US national interests, strategies and military doctrine.	B3, F2	K	K	C	S/Ev

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5. Communication Studies develops an understanding, appreciation, and ability to apply principles of effective communication (speaking, listening, writing, research, and non-verbal communications). Broad categories in this core area include interpersonal, small-group, and organizational dynamics, cross-cultural communications, and the attendant processes and networks for communication. This core area also involves relations with the media and the nuances of persuasion, rhetoric, negotiation, and propaganda. Additionally, the impact of technology on the communication process should be addressed in this core area.		ICL Linkage	Precommissioning Level	Primary Level	Intermediate Level	Senior Level
			New Commissionee	2 nd Lt – Capt (0 – 10 yrs)	Maj & Lt Col (11-15 yrs)	Lt Col & Col (16-25 yrs)
5.1	Active Listening - The ability to acquire information from a speaker. At early stages in the Continuum, students are introduced to the essential aspects of listening and how they enhance the communication process. Students should understand the essential nature of effective listening and demonstrate the techniques needed to become an effective listener.	H2	C	Ap	Ap (in residence) C (in DL)	S
5.2	Critical Thinking – Critical thinking is a skill developed over a long period of time and involves considerable practice. Includes the ability to consider multiple perspectives and approaches and study complex problems without bias. Encompasses the ability to analyze situations critically and reach conclusions that may not follow the conventional wisdom could be the key to success, and the understanding that in many situations, there is no right answer.	B3, D2, F2	C	C	Ap	An
5.3	Audience Analysis - The ability to effectively package, transmit and receive meaningful information necessary to reach predetermined objectives. Leverages knowledge of audience to select, synchronize and integrate communication efforts to deliver timely, truthful, credible, accurate information, analysis and opinions. Formulates the institutional message and tells the Air Force story.	B3, B4	C	C	C	Ap
5.4	Writing - The ability to transfer information in the written medium. At early stages in the Continuum, students are introduced to the basics of communicating related to writing. Students should understand the essential nature of writing. They should be able to demonstrate proper written communication techniques unique to the Air Force. Articulate ideas and intent in a clear, concise and convincing manner; adjusting form and style to unique operational environmental and audience needs; formulates problem/argument and effectively outlines position or course of action.	H1	C	Ap	Ap	S/Ev
5.5	Speaking - The ability to transfer information in the verbal medium. At early stages in the Continuum, students are introduced to the basics of communicating related to speaking. Students should understand the essential nature of speaking. They should be able to demonstrate proper verbal communication techniques (briefings) unique to the Air Force.	B3, F2, H1	Ap	Ap	Ap (in residence) C (in DL)	Ap
5.6	Research – The ability to research a problem in an organized fashion and draw conclusions that are logical and well supported is essential to being a successful staff officer.	B3, D1		C	Ap	S/Ev
5.7	Negotiating - Detects, addresses and alleviates counter-productive confrontations. Applies culturally and situationally appropriate interpersonal, leadership and negotiating methodologies/styles to prevent/resolve conflict between two or more parties. Leads by persuading, mediating and negotiating to build consensus, gain cooperation and effectively collaborate, contributing to mission success and long-term positive relationships.	B3, F2	C	C	C	S

(Cognitive Domain Legend) K – Knowledge; C – Comprehension; Ap – Application; An – Analysis; S – Synthesis; Ev – Evaluation

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Appendix 2

CONTINUUM OF ENLISTED PME CORE CURRICULUM AREA EMPHASIS

Overview

The goal of enlisted PME (EPME) is to instill an intellectual curiosity in airmen about their profession that sustains itself throughout their career. To accomplish this, two courses of action are required:

- Establish a concrete understanding and appreciation of enlisted membership in the Profession of Arms;
- Present a curriculum that establishes the relationship between Air Force enlisted airmen and the military art and science.

Military art is the creation and exploitation of advantages in war that enables a military power to achieve political objectives. Military science is the discipline concerned with the nature and methods of conducting war. The military art and science for the enlisted corps consists primarily of knowledge from war-skill training identified in AFM 10-100, *Airman's Manual*, and professional military education (PME). The EPME Continuum of Education (COE) addresses the PME portion of military art and science. This chapter defines and describes each level of EPME within the Continuum of Education architecture that applies to enlisted members from 4 to 18 years of service, extending from SrA and SSgt selectees (4 years) to the MSgt and SMSgt level (18 years).

Foundation for the EPME Continuum of Education. This framework is based on the premise that there should be a common base of PME required of all enlisted airmen, and it should be enumerated in terms of *core curriculum areas* of knowledge, skills, abilities, and attitudes. The core curriculum areas recognize the increasing technical complexity of air warfare while addressing the fundamental requirements for education in traditional topics needed by today's enlisted airmen to effectively function in the world of the 21st century.

Implementation Policy

This appendix identifies desired levels of learning. Annual curriculum reviews include a review of educational goals to ensure these desired levels of learning are achieved where possible. EPME instructional designers should strive to ensure curricula align with the respective levels of learning identified in the core area matrix in this appendix. EPME programs should ensure students attain the cognitive levels of learning identified herein.

The EPME Continuum of Education is designed, developed, and evaluated by the Educational Programs Cadre, College for Enlisted Professional Military Education. Airman Leadership Schools and Non-commissioned Officer Academies located worldwide, and the Air

Force Senior Noncommissioned Officer Academy, located at Maxwell AFB, Gunter Annex, implement the continuum.

Educational Design Philosophy. EPME instructional designers use a variety of tools to weave EPME curriculum and course experiences together to ensure course objectives are met. Course designers seek to develop instruction that moves from general to more specific and detailed information on subject areas as students progress through each course. Curriculum is also designed to build upon facts, concepts, and principles previously discussed, thereby creating a tightly knit curriculum. The progression of instruction typically moves from theory to application and culminates in evaluation of student application of principles taught or performance of particular skills. To the greatest extent possible, instructional designers should design programs that incorporate experiential learning opportunities that emphasize desired skills.

Related Governing Documents

Enlisted Professional Military Education Policy (EPMEP) Document (CJCSI 1805.01) provides specific guidance and curriculum objectives addressing joint enlisted PME topics and issues. These topics and issues touch several of the core areas described in this chapter. All levels of enlisted PME are impacted by the EPMEP. Therefore, schools should refer to the EPMEP frequently to ensure they are meeting the spirit and intent of joint enlisted PME requirements. If there are discrepancies between the CESG and the EPMEP, the EPMEP shall take precedence.

AU Instruction 36-2306, *Air University Educational Program Review*, requires AU PME and precommissioning schools to map the content of their respective courses against the CESG to show the relative percentages of curriculum addressing each CESG core area as well as the percentage of curriculum addressed outside the core areas.

Profession of Arms

- **Primary level**
 - **Emphasis.** At the primary level, curriculum addresses the unique nature of serving in the military profession and is focused on gaining the senior airman's acceptance and preference for the membership requirements of the military profession. Airmen in the grades of E-4 to E-6 are required to explore and explain the relationship between fulfilling responsibilities and Air Force mission objectives to include their role in the sustaining Air Force culture and in perpetuating the expeditionary "mindset." Subject areas include Customs and Courtesies, Dress and Appearance, and Air Force Culture.
- **Intermediate level**
 - **Emphasis.** At the intermediate level, the curriculum addresses the behavioral requirements necessary for effective leadership and requires mid-level NCOs at the

grade of E-7 to openly demonstrate and defend behaviors that support membership of the military profession. NCOs, through critical thinking and analysis of ambiguous issues, are forced to acquire a broader understanding of the body of theory and knowledge necessary to lead at this level to accomplish the Air Force mission. Subject areas include Air Force customs and courtesies, physical fitness, standards of conduct, Air Force history, and professional ethics.

- **Senior level**

- **Emphasis.** At the senior level, the curriculum exposes senior NCOs at the grades of E-8 to E-9 to the many facets (Air Force, coalition and inter-service) that make military members unique professionals in today's world. By reaching this level, senior NCOs have spent a large portion of their careers applying and internalizing the tenets of the military profession, which they learned at the beginning of their careers. The educational emphasis at this level shifts to higher levels of learning involving analysis. Senior NCOs are required to demonstrate a willingness and desire to break down areas such as Air Force culture, history, customs and courtesies, wellness, and professional ethics, and be able to explain the interrelationship of individual parts and accomplishment of the Air Force mission.

Warfare Studies

- **Primary level**

- **Emphasis.** At the primary level, the curriculum focuses on employing military power and the interrelationship between National Strategy and National Military Strategy. In addition, instruction is designed to provide a broader perspective of roles and missions, force structure and joint and multinational operations. In this context, Airmen develop an understanding of their role in supporting Air Force missions and objectives in appropriate combat domains (air, space, cyberspace, land and sea).

- **Intermediate level**

- **Emphasis.** At the intermediate level, curriculum emphasizes employment of military power in a joint environment. Additionally, NCOs are exposed to the complexities of military and joint planning; projection of airpower, as well as, the challenges of transformation in today's the Air Force in all combat domains (air, space, cyberspace, land and sea).

- **Senior level**

- **Emphasis.** At the senior NCO level, the curriculum is focused on learning strategies, tactics, and doctrine of the warfighting effort. Further, special emphasis is placed on understanding of the roles in leading and promoting to the junior enlisted force our National Military Strategy which help us achieve an unparalleled competitive edge and dominance in all combat domains (air, space, cyberspace, land and sea).

Leadership Studies

- **Primary level**
 - **Emphasis.** The primary level introduces Airmen to basic concepts and principles of proven leadership, management and process improvement techniques. At this level, Airmen are prepared to function as supervisors and team leaders and begin learning how to influence others to achieve organizational goals. Airmen must also be imbued with an appreciation for the impact they will have on new airmen and their subordinates.
- **Intermediate level**
 - **Emphasis.** At the intermediate level, emphasis is on developing the skills necessary to fulfill supervisory responsibilities for the NCOs current rank and to prepare for future responsibilities. Each NCO is confronted with and must resolve the leadership issues of the day using the academic principles learned. Instruction utilizes garrison and deployed scenarios to develop problem solving, decision making and process improvement skills necessary to succeed as section supervisors with emphasis on the development and proper functioning of subordinates and resources under their control to achieve mission objectives.
- **Senior level**
 - **Emphasis.** The senior level challenges Chief Master Sergeants to refine their leadership and management skills. At this level, senior enlisted leaders employ advanced interpersonal and motivational techniques to mold future enlisted leaders as their replacements. Instruction is designed to provide opportunities for students to develop and refine analytical, problem solving, decision-making and process improvement skills. The primary focus is on the dynamics of the interaction between individual leadership skills and group interaction in building successful teams. Additionally, they plan, organize, coordinate, and ensure taskings and projects are completed within and across larger units or organizations.

International Security Studies

- **Primary level**
 - **Emphasis.** At the primary level, the emphasis is on developing Airmen's awareness of their role in world affairs. Airmen discuss the implications of cultural diversity, terrorism, and cultural competence and learn how Air Force personnel must be vigilant in their preparation for duty due to constantly changing world events. Airmen should recognize the need for an awareness of past and present world situations, threats and conflicts.

- **Intermediate level**

- **Emphasis.** At the intermediate level, the emphasis is on increasing mid-level NCOs' understanding of the impact of global instability on national strategy and military operations. NCOs discuss the nature of complex international alliances and how these alliances affect national security. Further, considerable time is spent discussing and analyzing the leadership issues surrounding such topics as cultural diversity, terrorism, and cultural competence.

- **Senior level**

- **Emphasis.** At the senior level, the emphasis is on senior NCOs formulating a broad perspective of how national interest, policy, security and strategy are influenced by global situations, foreign policy implications, and changing world events. Senior NCOs should distinguish the roles joint forces, information warfare, space operations and Air Expeditionary Forces fulfill internationally in meeting national security objectives. In addition, senior NCOs should be able to diagram active problem solving to maintain effective force protection whether in or outside US jurisdiction. There will also be a focus on those aspects of international and national security affairs that provide the broad context within which senior NCOs and their subordinates operate.

Communication Studies

- **Primary level**

- **Emphasis.** The primary level introduces Airmen to critical communication skills and outlines how narrative writing, bullet statement writing, interpersonal skills, and briefing skills are indispensable tools for Air Force supervisors. Airmen will participate in the communication skills curriculum that progressively moves from basic knowledge of theories of communication to more complex applications to include components of strategic communication. Additionally, Airmen learn to objectively evaluate the writing, interpersonal, and speaking skills of themselves and others. Application level instruction is developed such that Airmen apply communication skills in simulated, yet realistic, supervisory situations.

- **Intermediate level**

- **Emphasis.** The intermediate level further develops the critical communication skills of junior Noncommissioned Officers. Curriculum concentrates on the framework for planning and developing effective writing, speaking interpersonal skills, and editing skills. All instruction is focused on communication skills specific to leading and managing Air Force duty sections to include strategic communication. Communication skills curriculum progressively moves from basic knowledge of theories of communication to more complex applications. Application level

instruction is developed such that students apply communication skills in simulated, yet realistic, unit level leadership and management situations.

- **Senior level**

- **Emphasis.** The senior level provides senior NCOs practical applications of Air Force organizational principles and links to critical leadership communication skills. Communication skills curriculum concentrates on communicating strategically and utilizing effective research, providing sound support, and incorporating the benefits of planning, organizing, and adequately supporting written and oral communication specific to the scope and responsibility of the senior NCO.

Enlisted Professional Military Education Topics

The topical content of the five core areas comprising the continuum of education is laid out in matrix format in this section of the CESG. The listings of topics in each core area matrix provide a representative description of each respective core area. The purpose of the topic lists, and the core area matrices in general, is to provide curriculum planners, developers, and decision-makers with a relatively comprehensive guide useful in building curriculum.

Because of the large number of topics and the limited time for an instructional program, there is neither a requirement nor an expectation that schools should address every topic listed in every core area in the matrix. Rather, schools have the academic freedom to determine which topics are most appropriate to be addressed in their respective programs. In the matrices on the following pages, each topic block contains codes for cognitive levels of learning explained in the next section.

Cognitive Levels of Learning

Descriptive verbs identify standards for measuring the level of learning achievement. They describe the desirable educational end state (the desired level of cognitive knowledge and/or skill an airman should acquire to be able to function successfully at a given rank or point within his/her career. The level of learning indicated for any particular topic and any particular point/rank signifies the level at which a majority of average individuals should be able to perform. The levels of learning drawn from Bloom's *Taxonomy of Educational Objectives: Handbook I: Cognitive Domain* are highlighted below in increasing levels of achievement.

- a. **Know.** The ability to remember previously learned material. This level involves recall of a wide range of material, from specific facts to complete theories, but all that is required is bringing to mind appropriate information. Related terms include defines, describes, identifies, labels, lists, matches, names, outlines, reproduces, selects, and states.
- b. **Comprehend.** The ability to grasp the meaning of material. Translating material from one form to another, interpreting material, or estimating future trends may show this level. Related terms include: converts, defends, distinguishes, estimates, explains, extends,

generalizes, gives examples, infers, paraphrases, predicts, rewrites, summarizes, translates, and understands.

c. Apply. The ability to use learned material in new and concrete situations. This level includes application of rules, methods, concepts, principles, laws, and theories. Related terms include: changes, computes, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, and uses.

d. Analyze. The ability to break down material into its component parts so that its organizational structure may be understood. This level includes identification of the parts, analysis of the relationships between parts, and recognition of the organizational principles involved. Related terms include: breaks down, diagrams, differentiates, discriminates, distinguishes, illustrates, infers, outlines, points out, selects, separates, and subdivides.

e. Synthesize. The ability to put parts together to form a new whole. This level involves production of unique communications, a plan of operations, or a set of abstract relations. Related terms include: categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, and writes.

f. Evaluate. The ability to judge the value of material for a given purpose. Judgments are to be based on defined internal (organizational) or external (relevance to the purpose) criteria. Criteria are subject to value judgments. Related terms include: appraises, criticizes, discriminates, explains, justifies, interprets, and supports.

Conventions Used in the Core Area Matrices

In the core area matrices presented on the following pages, a gray colored block signifies no formal instruction is provided in the particular topic at that particular level in the continuum. Gray topic blocks appearing at higher levels in the continuum suggest that the topic may have been completely addressed at lower levels of the continuum and no longer needs formal instruction (e.g., Oath of Enlistment). Gray blocks appearing at lower levels in the continuum suggest that the topic is of such a nature that it may not be appropriate for lower ranking airmen (e.g., Functions of Management). As a general rule, when the same level of learning spans two or more segments of the continuum, there is an implicit “ramping” (or increase) across those segments in terms of the complexity or scope of the topic.

ENLISTED PROFESSIONAL MILITARY EDUCATION CORE AREA MATRIX


1. Profession of Arms: A study of the military as a profession and the characteristics that separate the uniformed service from the society it serves. It focuses on distinctive knowledge, exclusive group coherence, career structure, and the airmen's role in society. It also addresses core values, discipline, professional ethics dress and appearance, oath of office, drill and ceremonies, customs and courtesies, accountability, and security awareness.		ICL Linkage	Primary Level	Intermediate Level	Senior Level
1.1	Airmanship/Military Culture - This competency is designed to help students understand those traits unique to the military and common to successful air-minded military members. Addresses the various facets unique to military service, such as dress and appearance, drill and ceremony, customs and courtesies, ranks, oaths of service, chain of command, accountability and the UCMJ.	B1, B3, G1, G3	C	Ap	Ap
1.2	Professional Relations - Addresses how military personnel interact within the ranks and between ranks. It focuses on professional relationships and unprofessional relationships with other airmen. In both types of relationships, the impact on the unit is fully examined from a positive and negative standpoint.	G2, F2	C	Ap	An
1.3	Civil-Military Relations – The interaction of armed services and society, highlighting the interface between political and military leaders in the American system of government and the concept of civilian control. Areas addressed include the decision-making process, chain of command, and public opinion.	B2, B3, F2	C	C	C
1.4	Security Awareness - Addresses military members' responsibility to safeguard information and resources to ensure national security. It includes categories of privileged information, and how that information is handled and disseminated. (such as: OPSEC, COMSEC, etc.). Also includes force protection (FPCON) and information protection (INFOCON).	C1	C	Ap	C
1.5	Readiness/Wellness - (Physical Fitness) - Physical conditioning focuses on the importance of personal fitness and how the Air Force's wellness program is vital to overall military readiness.	G3, G4	C	Ap	Ap
1.6	Core Values - Core Values are much more than minimum standards. They remind us what it takes to get the mission done. They inspire us to do our best at all times and are the common bond among all comrades in arms, and they are the glue that unifies the force and ties us to the great warriors and public servants of the past.	B3, G3, G4	C	Ap	An
1.7	Professional Ethics - The shared imperatives (what members must do) and ideals (what members aspire to be) that clarify acceptable behavior, standards, responsibilities, and expectations for individuals as members of the Air Force. Based on martial values such as duty, courage, loyalty, and honor; institutional values like integrity, service, and excellence; and national values like liberty, justice, and equality. Contribute to an understanding of military service as a profession rather than an occupation. Require broadly applicable principles and practices for identifying, analyzing, and reconciling ethical dilemmas stemming from uncertainty, competing values, and potential harm.	B3, G3, G4	C	Ap	An
1.8	Warrior Ethos – Displays military/executive bearing, self-discipline and self-control; exhibits hardiness of spirit despite physical and mental hardships, and has moral and physical courage; continuously hones skills to support the employment of military capabilities. Seeking experience opportunities that will develop/enhance decision-making abilities under pressure or in combat situations enables military personnel to develop the confidence, judgment, courage, and integrity to perform.	B3, G3	C	Ap	An

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2. Warfare Studies: A study of the military instrument of national power. This core area develops an understanding and appreciation of the nature of war and the art of employing military power across the spectrum of operations. Warfighting includes historical and modern roles and missions, force structures, joint operations, core competencies, and tactics across the spectrum of conflict and the domains such as land, sea, air, space and cyberspace in order to develop an understanding of the theories, strategies, and doctrinal underpinnings of how best to achieve national security objectives.		ICL Linkage	Primary Level	Intermediate Level	Senior Level
2.1	The Nature of War – Addresses the actors; types of war; causes of war and peace; and the relationships between war, conflict, and conflict resolution, which are all essential to understanding war at the operational and strategic levels	A1, B3	C	C	C
2.2	General Military History - Military Studies uses the lens of history to focus understanding of the present and illuminate the future. General military history promotes understanding of war in global perspective through analysis of critical issues, including the causes of war, the nature and types of war, the ethics of war, the conduct of war, and war termination	A1, B3	C	C	C
2.3	USAF History - Military Studies places special emphasis on the study of the historical development of the United States Air Force and of the international evolution of air and space power. Historical analysis identifies the main actors and events that helped shape the Air Force as it is today, and traces the evolution of technologies, institutions, and operational art that comprise air and space power.	A1, B1, D2, G1, G3	C	C	C
2.4	Capabilities and Limitations of US Military Forces –Addresses the capabilities and limitations of the forces of all US military services, including USAF, USA, USN, USMC, the USCG, including Active, Reserve, National Guard and civilian forces. Special emphasis on Air Force roles, missions and functions, and USAF Core Competencies applied in the air, space and cyberspace domains..	A2, B2	C	C	C
2.5	Military Theory and Doctrine - Military theory defines the problem-field of Military Studies, categorizes its intellectual components, explains relationships among the components, connects the field to related phenomena, enables the assimilation of new information, and predicts or anticipates new relationships. Military theory is derived from military history and context. Military doctrine represents officially sanctioned beliefs and principles derived from theory and historical practice. There are three types of doctrine: Service, joint, and multinational. The USAF recognizes three levels of doctrine: Basic, operational, and tactical.	A1	C	C	C
2.6	Military Strategy – Strategy is the art and science of developing and using political, economic, psychological, information, intelligence and military forces as necessary in support of national policies. Military strategy, congruent with national strategic guidance, coordinates the development, deployment, and employment of military forces at the theater, operational, and tactical levels.	A1	C	C	C
2.7	Spectrum of Operations – Addresses the full range of military operations from operations other than war (humanitarian, peacekeeping, relief operations, and support to foreign and domestic civil authorities) through full-scale warfare using general purpose, strategic, and/or nuclear forces. Focuses on the need for engagement before and after warfighting/crisis response.	A3, B3, F2	C	C	C
2.8	Joint, Enterprise & Multinational Operations - How the branches of service (Air Force, Army, Navy, Marines), other DoD, US government organizations and forces of other nations work together to strengthen warfighting capabilities and overall effectiveness.	A2, B1, B2, B3, F2	C	C	C

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2.9	Air and Space Doctrine & Employment – Doctrine incorporates the fundamental principles that guide our actions in peace and war. It is not a checklist telling exactly what we need to do but does provide clear guidance by strengthening our warfighting capabilities. Air and space Employment addresses the application of air and space doctrine and Air Force Core Competencies in actually employing air and space forces. Also addresses the functions of the JFACC, Command and Control, ISR, etc. Airmen should not only be able to articulate air and space doctrine and employment, but should be prepared to advocate the unique advantages that air and space power brings to the joint fight.	B1	C	C	C
2.10	Operational and Strategic Art – Focuses on understanding, integrating and leveraging doctrines, concepts and capabilities within an effects-based approach to warfare across the spectrum of military operations. Applies science (the principles of war) with art (facets of the operational art and doctrine) to enhance warfighting capabilities.	A1, A2, B3, F2, D1, D2	C	C	C

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3. Leadership Studies: A study of developing and inspiring the human dimension from individual to organizational levels. Broad categories in this area include leadership styles, organizational leadership, functions of management, and command responsibilities. Develops an understanding and appreciation of the professional, organizational, and interpersonal dimensions of influencing and directing people and other resources to accomplish the mission.		ICL Linkage	Primary Level	Intermediate Level	Senior Level
3.1	Leadership - Focuses on leadership concepts and theories with emphasis on situational leadership theories and transformational leadership; accepted codes of conduct, ethical principles, USAF ethics policies and procedures; and developing and nurturing ethically-minded organizations through goals actions, and referent behaviors that exemplify professionalism, humility, self-control, personal discipline, and values. Topic draws from the concepts included in the topics of Core Values and Professional Ethics.	C1, C2, D1, E1, E2, E3, F2	C	Ap	An
3.2	Supervision Skills - Addresses guidelines for effective supervision and delegation techniques. Also touches on leadership accountability so students will realize the responsibilities inherent in positions of responsibility. Considers effective counseling and mentoring. Puts people first, attending to the physical, mental and ethical well-being of fellow airmen and families. Focuses on developing people through effective feedback, coaching, mentoring and delegating. Inspires others to transcend their own self-interests and embrace personal sacrifice and risk for the good of the organization and the mission.	C1, E1, E2, E3, F2	C	A	An
3.3	Mentoring - Addresses what mentoring is and why it is important, the roles and functions of a mentor, the nature of the mentoring task, and ways one can find mentors and become a mentor to others. Mentoring is discussed in the context of an obligation of leadership.	E1	C	Ap	An
3.4	Evaluation Systems – Addresses key aspects of the personnel evaluation Systems. Also addresses performance feedback & reporting and promotion recommendations.	C1, E2	C	Ap	Ap
3.5	Functions of Management - The broad management activities that leaders must perform as a result of her/his position in the Air Force. It includes the effective and efficient management of critical resources by planning, organizing, coordinating, controlling, directing, and staffing. The managerial emphasis is on integrating and controlling AF financial, informational, technological, material, warfare, and human resources to accomplish the mission and achieve organizational goals. Implements ‘best practice’ management techniques throughout the organization	C1, C2, F2	C	Ap	Ap
3.6	Diversity/Equal Opportunity - Addresses the problems with prejudice and discrimination in the military. It also focuses on the avenues for solving these problems, starting with the chain of command, Military Equal Opportunity Office, and the Inspector General. Leverages the value of differences in perspectives, approaches, preferences, race, gender, background, religion, experience, generation and other factors. Leverages diversity for mission accomplishment and fosters a tolerant environment; shows respect for others regardless of the situation; treats people in an equitable manner.	B3, E3	C	Ap	An
3.7	Group Dynamics - Expresses the importance of good interpersonal relationships with associates, peers, superiors and subordinates. Discusses how to improve relationships and maximize individual talents and attributes by properly managing and resolving conflict. At the intermediate and senior levels, this topic considers the dynamics encountered in running larger organizations.	B3, F2	C	Ap	An

(Cognitive Domain Legend) K – Knowledge; C – Comprehension; Ap – Application; An – Analysis; S – Synthesis; Ev – Evaluation

 - signifies no formal instruction


3.8	Dynamic Followership - Reinforces the concept that to be good leaders, students should also be good followers. Examines the nature of effective followership and a model of follower behavior and discusses how to identify situations where followers are less than effective. Clarifies what effective follower behavior means and ties in the USAF Core Values. Exercises flexibility and adapts quickly to alternating role as leader/follower: follower first, leader at times.	G2	C	Ap	An
3.9	Building Teams and Coalitions – Introduces concepts that lay the foundation for group success. Discusses the importance of understanding and valuing the contributions of each member of the team. At the intermediate and senior levels, importance is placed on need for building larger organizational teams with a view toward maximizing the synergy of talent and personal attributes in relation to the mission to be accomplished. Contributing to group identity while fostering cohesiveness, confidence, and cooperation. Developing networks and alliances that span organizational, service, departmental, agency and national boundaries.	B3, F1, F2	C	A	An
3.10	Change Management - Perceives opportunities and risks before or as they emerge. Understands the change management process, critical success factors, and common problems and costs. Embraces, supports and leads change, striving to continuously improve operations and processes in an environment of diminishing resources. Maintains effectiveness when experiences major changes in work tasks or environment. Adjusts to changes within new work structures, process, requirements, and cultures. Responds quickly and proactively to ambiguous and emerging conditions, opportunities and risks.	B3, C1, C2, C3, D3, F2	C	Ap	An
3.11	Problem Solving - Focus is on the necessity for, and effectiveness of, solving problems using a systematic approach, with emphasis on shifting from short-range manifestations of the tactical aspects of a problem to the nature of the problem and its long-range, strategic consequences. Approaches to problem solving involve creativity, analysis, and brainstorming activities that strengthen the process.	B3, C3, D2, F2	C	Ap	An
3.12	Safety/Operational Risk Management - Addresses the hazards involved with the work environment and how to maintain safe working conditions by examining documented Air Force safety standards and identifying potential risk situations. Also addresses the economic and political determinants of the decision-making process. This is an especially crucial issue at higher ranks in the Air Force as a greater number of decisions made at that level have long-range political and economic impacts.	C2, D3			C
3.13	Time Management - Focuses on ways to save time and set goals. Addresses the advantages of good time management and effective goal setting.	G4	C		C
3/14	Personal and Professional Development - Continually increases breadth and depth of knowledge and skills; develops life-long learning habits; embraces assessments from self and others to identify strengths and development needs. Encourages similar habits in others.	E1, G4	C		An
3.15	Roles/Responsibilities - Deals with the basic concepts of leadership roles and responsibilities to the mission, higher headquarters, collateral units, unit welfare, individuals, yourself, and the civilian community, including media relations.(From POA)	E2, F1	C	Ap	An
3.16	Continuous Process Improvement - Focuses on taking the initiative to originate/support action to improve existing operating conditions and processes through the identification of value, reduction of waste, and the minimization of risk using appropriate improvement methods to identify opportunities, implement solutions and measure impact. An understanding of organizational core, governing and enabling processes will facilitate a systemic approach to organizational continuous process improvement (CPI) that aligns with USAF corporate strategy. Anticipates and meets the needs of both internal and external stakeholders.	C3, D1	C	Ap	C

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4. International Security Studies develops an understanding and appreciation of the nature and functioning of the international system and the strategic environment. Broad categories in this core area include the nature and causes of war and peace, patterns of change and major global and regional trends, contemporary problems and issues, and maintaining global vigilance using intelligence capabilities. Special emphasis is accorded the non-military instruments of power and how they affect global, regional, and national security conditions, problems and issues. It also includes the study of national security strategy and the national security decision-making process, civil-military relations, and critical contemporary regional and functional problems/issues.		ICL Linkage	Primary Level	Intermediate Level	Senior Level
4.1	National and International Security Issues – Addresses transnational issues with an emphasis on weapons of mass destruction that we might face in the future and the proliferation of those weapons.	B3	C	C	C
4.2	Instruments of National Power - Addresses one nation's ability to influence another nation through appropriate and integrated use of the diplomatic, information, military, and economic (DIME) instruments of national power to support US national security interests. Topic includes how the military instrument is made more effective when used in concert with other instruments of power.	A3, B1, B2	C	C	C
4.3	National Security Strategy and Policy - Considers the security policies, national planning systems, national intelligence, and resulting strategies and policies that enable the US to effectively employ its instruments of power during peace or war to establish favorable conditions to attain national objectives.	B1, B2	C	C	C
4.4	Interagency Collaboration - References US intergovernmental organizations (IGO), agencies and departments, to include the Department of Defense, and nongovernmental organizations (NGO). Focuses on coordination among IGO and NGO for the purpose of achieving an objective. Develops an understanding of the need to synchronize military strategies with existing diplomatic, informational and economic capabilities to provide integrated courses of action. This includes planning, liaison, coordination mechanisms, organization and chains of command, and identifying responsibilities and authorities.	A3, B1, B2, B3, F2		C	C
4.5	Global, Regional and Cultural Awareness - Focuses on cultivating the general knowledge, skills, attitudes and learning approaches necessary for airmen to contribute to operational success and institutional effectiveness in culturally complex environments. Uses these frameworks to guide learning about specific cultures, societies, military, economic and political systems of areas of current and potential interest to the US. Examines current and potential future conflicts, relating them to US national interests, strategies and military doctrine.	B3, F2	C	C	An

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5. Communication Studies develops an understanding, appreciation, and ability to apply principles of effective communication (speaking, listening, writing, research, and non-verbal communications). Broad categories in this core area include interpersonal, small-group, and organizational dynamics, cross-cultural communications, and the attendant processes and networks for communication. This core area also involves relations with the media and the nuances of persuasion, rhetoric, negotiation, and propaganda. Additionally, the impact of technology on the communication process should be addressed in this core area.		ICL Linkage	Primary Level	Intermediate Level	Senior Level
5.1	Active Listening - The ability to acquire information from a speaker. At early stages in the Continuum, students are introduced to the essential aspects of listening and how they enhance the communication process. Students should understand the essential nature of effective listening and demonstrate the techniques needed to become an effective listener.	H2	C	Ap	Ap
5.2	Critical Thinking – Critical thinking is a skill developed over a long period of time and involves considerable practice. Includes the ability to consider multiple perspectives and approaches and study complex problems without bias. Encompasses the ability to analyze situations critically and reach conclusions that may not follow the conventional wisdom could be the key to success, and the understanding that in many situations, there is no right answer.	B3, D2, F2	C	Ap	Ap
5.3	Audience Analysis - The ability to effectively package, transmit and receive meaningful information necessary to reach predetermined objectives. Leverages knowledge of audience to select, synchronize and integrate communication efforts to deliver timely, truthful, credible, accurate information, analysis and opinions. Formulates the institutional message and tells the Air Force story.	B3, B4	C	Ap	Ap
5.4	Writing - The ability to transfer information in the written medium. At early stages in the Continuum, students are introduced to the basics of communicating related to writing. Students should understand the essential nature of writing. They should be able to demonstrate proper written communication techniques unique to the Air Force. Articulate ideas and intent in a clear, concise and convincing manner; adjusting form and style to unique operational environmental and audience needs; formulates problem/argument and effectively outlines position or course of action.	H1	C	Ap	Ap
5.5	Speaking - The ability to transfer information in the verbal medium. At early stages in the Continuum, students are introduced to the basics of communicating related to speaking. Students should understand the essential nature of speaking. They should be able to demonstrate proper verbal communication techniques (briefings) unique to the Air Force.	B3, F2, H1	C	Ap	Ap
5.6	Research – The ability to research a problem in an organized fashion and draw conclusions that are logical and well supported is essential to being a successful staff officer.	B3, D1	C	Ap	Ap
5.7	Negotiating - Detects, addresses and alleviates counter-productive confrontations. Applies culturally and situationally appropriate interpersonal, leadership and negotiating methodologies/styles to prevent/resolve conflict between two or more parties. Leads by persuading, mediating and negotiating to build consensus, gain cooperation and effectively collaborate, contributing to mission success and long-term positive relationships.	F2, B3	C	Ap	C

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 - signifies no formal instruction

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3. AFI 36-2014, Commissioning Education, 22 Apr 2008
4. CJCSI 1800.01C, 22 December 2005, Officer Professional Military Education Policy
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ABBREVIATIONS AND ACRONYMS

ASBC	Air and Space Basic Course
ACSC	Air Command and Staff College
AFA	Air Force Academy
AFDD	Air Force Doctrine Document
AFPD	Air Force Policy Directive
AFIT	Air Force Institute of Technology
AFROTC	Air Force Reserve Officer Training Corps
AFSNCOA	Air Force Senior Noncommissioned Officer Academy
ALS	Airman Leadership School
AOR	Area of Responsibility
AU	Air University
AWC	Air War College
BOT	Basic Officer Training
BOV	Board of Visitors
CAO	Chief Academic Officer
CBOA	Command Board of Advisors
CC	Commander
CEMU	Commissioning Education Memorandum of Understanding
CESG	Continuum of Education Strategic Guidance
CINC	Commander In Chief
CJCS	Chairman, Joint Chiefs of Staff
CJCSI	Chairman, Joint Chiefs of Staff Instruction
COE	Continuum of Education
COL	Continuum of Learning
COMSEC	Communications Security
COT	Commissioned Officer Training
CSAF	Chief of Staff of the Air Force
CTEC	Commissioning Training and Education Committee
DL	Distance Learning (also known as Distributed Learning)
DoD	Department of Defense
EPC	Enlisted Programs Cadre

EPME	Enlisted Professional Military Education
ICL	Air Force Institutional Competency List
ISD	Instructional Systems Development
ISS	Intermediate Service School
JAOP	Joint Air Operations Center
JCS	Joint Chiefs of Staff
JFACC	Joint Force Air Component Commander
JFC	Joint Force Commander
JPME	Joint Professional Military Education
JROTC	Junior Reserve Officer Training Corps
MECC	Military Education Coordination Council
NCA	National Command Authority
NCOA	Noncommissioned Officer Academy
NDU	National Defense University
NSC	National Security Council
OPMEP	Officer Professional Military Education Policy (Chairman of Joint Chiefs of Staff Instruction 1800.01)
OTS	Officer Training School
PAJE	Process for Accreditation of Joint Education
PCE	Professional Continuing Education
PFE	Promotion Fitness Exam
PJE	Professional Joint Education
PME	Professional Military Education
ROTC	Reserve Officer Training Corps
SAE	Special Area of Emphasis
SNCO	Senior Noncommissioned Officer
SNCOA	Senior Noncommissioned Officer Academy
SOC	Squadron Officer College
SOS	Squadron Officer School
SSS	Senior Service School
USAF	United States Air Force

DEFINITIONS

Accreditation. Recognition that an accrediting agency grants to an educational institution that meets the agency's established standards and requirements. Two types of accreditation are important aspects of the continuum of officer PME. One is granted by the Chairman of the Joint Chiefs of Staff for joint PME. The second is granted by the regional accrediting body such as Southern Association of Colleges and Schools.

Analyze. The fourth of six levels in Bloom's Taxonomy. The ability to break down material into its component parts so that its organizational structure may be understood. This level includes identification of the parts, analysis of the relationships between parts, and recognition of the organizational principles involved. Related terms include breaks down, diagrams, differentiates, discriminates, distinguishes, illustrates, infers. Outlines, points out, selects, separates, and subdivides.

Apply. The third of six levels in Bloom's Taxonomy. The ability to use learned material in new and concrete situations. This level includes application of rules, methods, concepts, principles, laws, and theories. Related terms include changes, computes, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, and uses.

Board of Visitors (BOV). The Air University Board of Visitors was established in July 1946. The board is composed of not more than 35 members who serve for 2-year terms. The BOV is responsible for matters pertaining to the educational, doctrinal, and research policies and activities of Air University, and for advising the Secretary of the Air Force, through the Commander, AU.

Command Board of Advisors (CBOA). The CBOA is composed of the vice commanders of the major commands and was established to provide feedback to Air University on the products produced and the services and education provided. The CBOA meets twice a year.

Comprehend. The second of six levels in Bloom's Taxonomy. The ability to grasp the meaning of material. This level may be shown by translating material from one form to another, interpreting material, or estimating future trends. Related terms include converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, paraphrases, predicts, rewrites, summarizes, translates, and understands.

Continuum of Education. The set of knowledge, skills, attitudes, and abilities that all officer and enlisted airmen are expected to possess at various stages in their careers to enable them to accomplish the Air Force mission effectively.

Core Curriculum Areas. The five curriculum areas that have been identified as of key importance across the continuum of an airman's career.

Distance (Distributed) Learning. Structured learning that takes place without the physical presence of the instructor. Key conditions are: physical distance between learner and instructor; sponsored by an academic institution or functional organization; part of a structured curriculum with stated objectives; provides for two-way communication and feedback between institution and learner; deployed outside the confines of the resident schoolhouse or campus; and includes process to evaluate learning outcomes. Examples of DL methods include: Interactive video teletraining; computer mediated communications; interactive multimedia instruction; Internet-based instruction; and traditional media i.e. paper-based correspondence, video and audio tapes, and audio conferencing.

Domain of Learning. A broad classification of learning types. The three widely accepted domains that are used in Air Force education and training are cognitive (thinking, understanding), affective (attitudes, values), and psychomotor (physical skills).

Education. The process of imparting a body of knowledge to intellectually prepare individuals to deal with dynamic environments and solve ill-defined problems by using critical thought and reasoned judgment.

Evaluate. The highest of six levels in Bloom's Taxonomy. The ability to judge the value of material for a given purpose. Judgments are to be based on defined internal (organizational) or external (relevance to the purpose) criteria. Criteria are subject to value judgments. Related terms include appraises, criticizes, discriminates, explains, justifies, interprets, and supports.

Institutional Accreditation. Accreditation granted by one of the six regional accrediting associations. The Southern Association of Colleges and Schools is the recognized accrediting body in the 11 southern states and is the accrediting body for Air University (Maxwell AFB). North Central Association of Schools and Colleges is the accrediting body for AFIT.

Joint Accreditation. The granting of approval to an institution of learning by the Chairman of the Joint Chiefs of Staff after the school has satisfied the requirements specified in the Process for Accreditation of Joint Education (PAJE).

Joint Matters. Matters relating to the integrated employment of land, sea, and air forces, including matters relating to national military strategy, strategic and contingency planning, and command and control of combat operations under a unified command. (Joint Pub 1. 02)

Joint Professional Military Education (JPME). JPME is that portion of PME concentrating on the instruction of joint matters.

Know. The first of six levels in Bloom's Cognitive Taxonomy. The ability to remember previously learned material. This level involves recall of a wide range of material, from specific facts to complete theories, but all that is required is bringing to mind appropriate information. Related terms include defines, describes, identifies, labels, lists, matches, names, outlines, reproduces, selects, and states.

Level of Learning. The degree to which a student is expected to internalize (master) principles, concepts, values, or skills.

Military Education. The systematic instruction of individuals in subjects, which will enhance their knowledge of the science and art of war. (JCS Pub 1-02)

Military Education Coordination Council (MECC). An advisory body to the Director of Joint Staff on joint education issues, consisting of the MECC Principals and a supporting MECC Working Group. The purpose of the MECC is to address key educational issues of interest to the joint education community, promote cooperation and collaboration among the MECC member institutions, and coordinate joint education initiatives. (CJCSI 1800.01)

Military Education Coordination Council Working Group. The MECC is supported by a working group comprised of representatives (typically O-5s, O-6s, and civilian counterparts) of the MECC Principals and the Services. The working group is chaired by the Chief, Military Education Division, J-7, and a representative designated by the NDU President. Their primary function is coordination of the MECC agenda items. (CJCSI 1800.01)

Officership. Officership is defined by the Biennial Commissioning Education Committee as the understanding of and committing to the unique combination of responsibilities and values required of officers in the profession of arms and the service to their country.

Operational Art. The employment of military forces to attain strategic and/or operational objectives through the design, organization, integration, and conduct of strategies, campaigns, major operations, and battles. Operational art translates the joint force commander's strategy into operational design, and ultimately, tactical action, by integrating the key activities at all levels of war. (Joint Pub 1-02)

Operational Level of War. The level of war at which campaigns and major operations are planned, conducted, and sustained to accomplish strategic objectives within theaters or areas of operations. Activities at this level link tactics and strategy by establishing operational objectives needed to accomplish the strategic objectives, sequencing events to achieve the operational objectives, initiating actions, and applying resources to bring about and sustain these events. These activities imply a broader dimension of time or space than do tactics; they ensure the logistic and administrative support of tactical forces, and provide the means by which tactical successes are exploited to achieve strategic objectives. (Joint Pub 1-02)

Process for Accreditation of Joint Education. A CJCS –approved process for assessing an educational institution's conduct of the PJE.

Professional Continuing Education (PCE). Education that is provided to increase knowledge, judgment, and capabilities of Air Force professional within their assigned responsibilities and particular functional area.

Professional Military Education (PME). The systematic instruction of professional in subjects, which will enhance their knowledge of the science and art of war.

Program for Joint Education (PJE). A CJCS-approved body of objectives, policies, procedures, and standards supporting JPME requirements for Joint Service Officer qualification.

Strategic Level of War. The level of war at which a nation, often as a member of a group of nations, determines national or multinational (alliance or coalition) security objectives and guidance, and develops and uses national resources to accomplish these objectives. Activities at this level establish national and multinational military objectives; sequence initiatives; define limits and assess risks for the use of military and other instruments of national power; develop global or theater war plans to achieve those objectives; and provide military forces and other capabilities in accordance with the strategic plans. (Joint Pub 1-02)

Synthesize. The fifth of six levels of Bloom's Cognitive Taxonomy. The ability to put parts together to form a new whole. This level involves production of unique communications, a plan of operations, or a set of abstract relations. Related terms include categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, and writes.

Tactical Level of War. The level of war at which battles and engagements are planned and executed to accomplish military objectives assigned to tactical units or task forces. Activities at this level focus on the ordered arrangement and maneuver of combat elements in relation to each other and to the enemy to achieve combat objectives. (Joint Pub 1-02)

Title 10 Hiring Authority. As used in this document, a shorthand term for the authority of the Secretary of Air Force to use personal services contracts to hire civilians for the faculties of the PME schools.

Taxonomy of Learning Objectives. Used in the educational context, it is a method of classifying learning behaviors in a hierarchy. Generally, there are three domains of learning for which taxonomies have been developed: Affective, Cognitive, and Psychomotor.

Taxonomy of the Affective Domain. A widely used categorization of a major area of learning which deals with acquired attitudes, values, etc. The levels in this taxonomy are receiving (listening passively but attentively); responding (complying with expectation and actively participating); valuing (accepting the importance of a specific attitude, voluntarily behaving); organization (synthesizing attitudes and beliefs into a system of values); and characterization (following a life style based on a coherent value system)

Taxonomy of the Cognitive Domain. A widely used categorization of a major area of learning which deals with acquiring knowledge (as opposed to attitudinal or manual skill knowledge). The levels in this taxonomy are knowledge (students have the ability to recall or recognize material in essentially the same form as it was taught); comprehension (students begin to develop understanding and are able to translate, interpret, and extrapolate subject matter under study); application (students are able to use learned material in new and concrete situations); analysis (students are able to break down complex organizational structures into their component parts); synthesis (students are able to put parts together to form new patterns or structures); evaluation (students are able to judge the value of material for a given purpose).

